



K-12

English Language Arts

Course of Study



Hilliard City Schools

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English Language Arts

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Introduction

As the world evolves, so too must teaching and learning. Today's student, at a glance, looks similar to the students of yesterday; however, on the inside, this student is really quite different. In general, 21st century students are walking into our classrooms with access to knowledge and content at their fingertips. They are more experienced and ready to engage in complex learning and real-world problem-solving. Additionally, today's global society, sparked by rapid technological advances and innovation is putting new demands on a global work-force. Students must possess a new set of skills and competencies to be successful in the future. As such, school districts must consistently and systematically review what is taught in school and how it is taught. The Hilliard City Schools Curriculum Department works alongside teachers, administrators, families, and the community to define and communicate what all students will know and be able to do at each grade level and within each course in order to be Ready for Tomorrow.

The English Language Arts Course of Study is the district's foundational document which outlines the K-12 Curriculum Program for English Language Arts. The Course of Study is designed, developed, and revised periodically to ensure that the most recent Ohio Learning Standards are taught with fidelity, incorporating current research within English Language Arts and using evidence-based instructional strategies and practices to maximize students' knowledge and skills. In addition, resources are evaluated for alignment and intentionality. The Course of Study consists of several key components, including a foreword, table of contents, introduction, the district's philosophy and vision statement, the district's educational goals, the content area's vision and instructional commitments, the K-12 Ohio English Language Arts Learning Standards, a scope and sequence for each grade level, and assessment practices.

When revising this course of study, the following areas of literacy instruction were at the forefront of professional development to guide the design of this document:

- Structured Literacy
- Phonological & Phonemic Awareness
- Oral Language
- Phonics
- Fluency
- Vocabulary
- Comprehension
- Writing (including handwriting, syntax, grammar, composition)
- Text Complexity
- Culturally Responsive Practices

The resources and research listed below anchored the work of revising the K-12 English Language Arts curriculum:

- Ohio's Learning Standards for English Language Arts
- Ohio's Plan to Raise Literacy Achievement - Key research elements from this plan are critical components to the teaching and learning of English Language Arts.
- Ohio's Dyslexia Guidebook - This guiding document outlines best practices in literacy instruction as well as methods for universal screening, diagnostic assessments, and progress monitoring.▪
- Ohio Literacy Academy - This professional development is provided by the Ohio Department of Education in collaboration with national literacy experts.
- The Simple View of Reading (Gough & Tunmer, 1986) - This formula demonstrates reading comprehension to be the product of the ability to decode while also strategically applying language comprehension.
- Scarborough's Reading Rope (Scarborough, 2001) - This graphic represents the complexities and necessary components that result in the development of a skilled, fluent reader.
- *Writing Matters: Developing Sentence Skills in Students of All Ages* (Van Cleave, 2014)
- *Culturally Responsive Teaching and the Brain* (Hammond, 2014)

District Mission and Educational Philosophy

District Mission: Hilliard City Schools will ensure that every student is Ready For Tomorrow.

Educational Philosophy, Purpose and Beliefs:

The district mission will be accomplished by:

1. Academics - The foundational knowledge we require all our students to be skilled in. The traditional focus of schools and our elite teachers as they prepare our students.
2. Interests - Connecting learning to life. We align students' strengths to their path after high school. This is accomplished by providing opportunities for students to discover their own potential.
3. Mindset - Our passion for growth leads to an understanding that change and improvement are a part of life. We foster student self awareness to guide students to an understanding of their personal strengths and weaknesses.

The purpose of the Hilliard City School District is to enable students to become productive citizens in an ever-changing world. We believe it is the responsibility of the District to ensure that all students can learn and grow.

1. Students are the focus of all school activities.
2. To develop all students' potential, the Hilliard City School District will strive to provide a safe and caring environment.
3. The District will guide students in the pursuit of excellence in knowledge and skills and prepare them to become productive citizens in a democratic society.
4. The District will provide ongoing professional learning for all staff, ensuring adequate facilities, resources and instructional tools essential to continuous student improvement.
5. A student's value system begins with the family.
6. Partnerships between home, school and community are essential to student success.

All building and course of study philosophies reflect and extend the Board's philosophy.

(Policy - AD, ADA)

District Instructional Goals

The educational goals for the District address the meaning of a quality education. Each learner who has the potential and inner strength should strive toward the ideal implicit in each goal.

The goals are intertwined: no one goal stands in isolation from the rest. They will help to define performance objectives for learners, identify tasks to be performed by teachers in giving substance to those objectives and help to determine means for evaluating learners' progress toward the goals.

- 1. Physical and Emotional Well-Being** - Education should contribute to the learner's physical and emotional well-being, especially to a sense of self-worth and to a capacity for influencing one's own destiny through personal growth. Students will also learn to work effectively and to cooperate with others in order to form positive, healthy relationships.
- 2. Communication Skills** - Education should develop in each learner the basic skills needed for communication, perception, evaluation, and conceptualization of ideas. Among the most important skills are reading, writing, speaking, listening, computational skills, visual literacy and technology literacy.
- 3. Effective Use of Knowledge** - Education should provide each learner access to human cultural heritage. It should stimulate intellectual curiosity and promote intellectual development. Students should strive to produce high quality products based on knowledge work.
- 4. Capacity and Desire for Lifelong Learning** - Education should foster and stimulate in each learner the natural desire for lifelong learning and should develop the skills necessary to fulfill that desire.
- 5. Citizenship in a Democratic Society** - Education should provide each learner with an understanding of how our society functions in theory and in practice. Education must also foster individual commitment to exercise the rights and responsibilities of citizenship including participation in the democratic process and service to society.
- 6. Respect for the Community of Man** - Education should provide each learner with the knowledge and experience which contribute to an understanding of human similarities and differences, thereby advancing mutual respect for humanity and for the dignity of the individual.
- 7. Occupational Competence** - Education should provide the learner with the skills, experience, attitudes and understanding for future careers. It is also important for the learner to develop a capacity to adapt to change by solving problems and thinking creatively.
- 8. Understanding of the Environment** - Education should provide each learner with knowledge and understanding of the social, physical, and biological worlds, and the balance between humans and their environment, and should develop attitudes and behavior leading to intelligent use of the environment. Students will learn to conserve the natural world in which they live.
- 9. Creative Interests and Talents** - Education should provide each learner with varied opportunities to nurture interests, to discover and to develop natural talents and to express values and feelings through various media. Students should develop an appreciation of the arts, leisure and everyday life.
- 10. Individual Values and Attitudes** - Education should expand and advance the humane dimensions of all learners, especially by helping them to identify and cultivate their own moral and ethical values and attitudes.

(Policy - IA)

English Language Arts Vision Statement and Instructional Commitments

Vision Statement:

Hilliard City Schools' English Language Arts vision is for all students to acquire the knowledge and skills to become readers, writers, and communicators who think critically and are prepared to contribute to a global community.

Instructional Commitments:

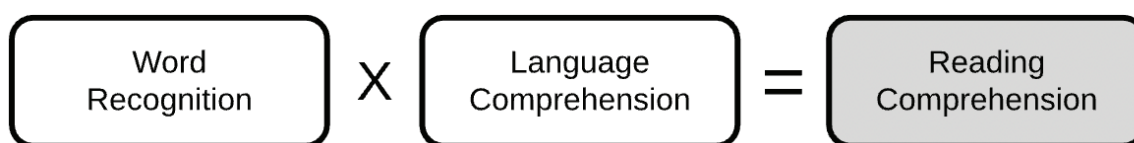
In order to achieve our vision, Hilliard City Schools teachers of English Language Arts are committed to each of the following:

- 1. Partnerships with Students** - Teachers of ELA will build relationships with students, fostering classroom communities that promote trust, intellectual freedom, and innovation. Through the work of reading, writing, speaking, and listening, teachers will cultivate collaborative partnerships with students, empowering them to reach their full potential.
- 2. Culturally Responsive Practices** - Teachers of ELA recognize that all individuals bring unique experiences, cultures, and language to the classroom community. Teachers will use this understanding to inform instructional practices and support students in mastering literacy skills. Students will engage with literature that allows them to see themselves reflected as well as to see into the realities of other perspectives.
- 3. Appropriately Challenging, Rigorous Instruction** - Teachers of ELA will support each student's progress through literacy tasks of varying complexity. Students will have opportunities to explore texts that are accessible to them as readers, while also being exposed to age-appropriate texts beyond their grade level to broaden vocabulary and build understanding. ELA instruction will encourage student innovation and grow intellectual curiosity, critical thinking, and problem-solving abilities.
- 4. Evidence-Based Practices** - Teachers of ELA will provide students with high-quality, evidence-based language and literacy instruction to meet students' individual needs. The implementation of evidence-based practices will improve student learning outcomes and equip students with the language and literacy knowledge and skills necessary to engage in purposeful communication.
- 5. Communication Skills** - Teachers of ELA will foster students' growth as effective communicators through the interconnected strands of Ohio's ELA standards: reading, writing, speaking and listening, and language. Using a variety of mediums, students will learn to adapt their communication in relation to audience, task, and purpose.
- 6. Authenticity and Real-World Application** - Teachers of ELA will connect learning to life by providing students with opportunities to collaborate with others as well as explore their own personal interests. Students will make connections to their own prior knowledge and experiences, while being challenged to actively seek to understand various perspectives through reading, original research, writing, and presentation opportunities.

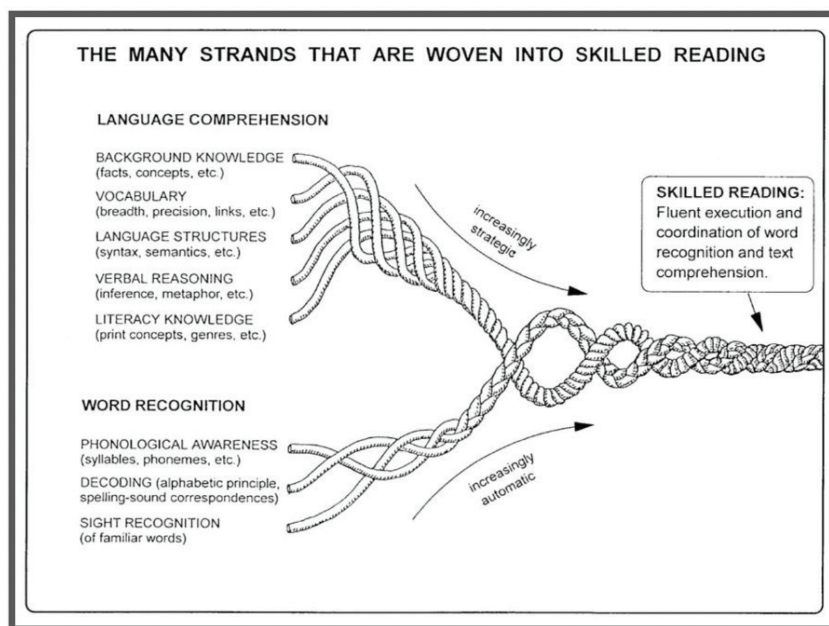
Current Research and Best Practices for English Language Arts

As referenced in the introduction, the K-12 English Language Arts Course of Study revision relied on current research and evidence-based practices that should be implemented in every classroom in order for all students to acquire the knowledge and skills to become proficient readers and writers. The following is a summation of several key pieces, including excerpts taken from Ohio's Plan to Raise Literacy Achievement (2020).

Hilliard's K-12 English Language Arts Course of Study is grounded in the framework identified in the Simple View of Reading (Gough & Tunmer, 1986). The Simple View of Reading is a formula based on the widely accepted view that reading includes two basic components: word recognition (the ability to transform print into spoken language) and language comprehension (the ability to understand spoken language). Several research studies have validated this formula.



In order to decode a word and transform the print into spoken language, the reader must have phonological awareness, understanding of the alphabetic principle, and sight recognition of familiar words. These skills become increasingly automatic as the reader is provided opportunities to apply and practice them in isolation and, ultimately, in the reading of texts. A reader makes meaning out of the text by strategically applying their language comprehension. This includes the unique background knowledge they bring to the content, their individual vocabulary, an understanding of the language structures of English, verbal reasoning, and literacy knowledge. The graphic to the right, Scarborough's Reading Rope (2001), demonstrates how the reader must simultaneously use and apply their knowledge and skills to build fluency and strengthen reading comprehension.



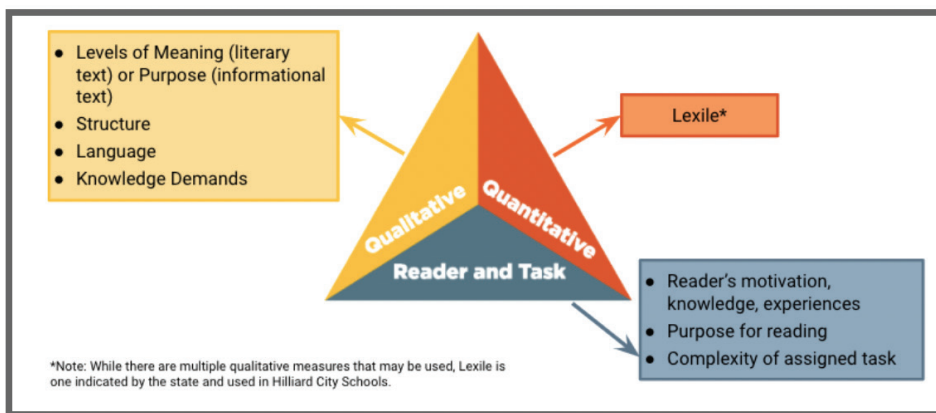
The image originally appeared in the following publication: Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.

The National Reading Panel (2000) identified the Five Components of Reading that lie at the core of effective reading instruction as Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. It is critical that each component is part of daily instruction as students are developing foundational reading skills, though the emphasis shifts throughout elementary grades. Appendix F of Ohio's Plan to Raise Literacy Achievement indicates the emphasis by grade level as follows:

- Kindergarten: Phonemic Awareness and Phonics
- First Grade: Phonemic Awareness, Phonics, Fluency
- Second Grade: Phonics, Fluency
- Third Grade: Phonics, Fluency
- Fourth Grade: Vocabulary, Comprehension
- Fifth Grade: Vocabulary, Comprehension

As students move into adolescent literacy, Ohio’s Plan to Raise Literacy Achievement (Appendix G) indicates there is strong evidence that supports providing students with explicit vocabulary instruction as well as direct and explicit comprehension strategy instruction. Additionally, there is evidence to support providing students opportunities for extended discussion of text meaning and interpretation. Implementation of these best practices is essential to the development of adolescent readers, while also continuing to target foundational reading skills for those who are not progressing in a typical manner.

Concurrent with literacy best practices comes considerations of text complexity. According to ACT’s report *Reading Between the Lines*, performance on complex texts is the clearest differentiator in reading between students who are more likely to be ready for college and those who are less likely to be ready. Ohio’s ELA State Standards document highlights the importance of being able to read complex texts independently, as such ability is essential to success in college, the workplace, and in numerous life tasks. To set up students to achieve with complex texts, Ohio’s ELA Standards include a staircase of text complexity, indicating that by the end of each grade level, students must be able to read and comprehend texts at that level (Reading Standard 10). Guiding the evaluation of a text’s complexity is the state’s three-part model, which indicates quantitative, qualitative, and reader and task considerations. All three parts of the model hold equal importance in consideration of texts. The state’s staircase of complexity and the three-part model are to be used in conjunction with reading standards 1-9, which call for increasing sophistication of students’ reading comprehension ability.



To successfully produce a piece of writing, a learner is required to engage in various activities at the same time. The act of writing demands simultaneous application of the following: handwriting skills, grammar knowledge, understanding of syntax, and composition skills. Research shows that students benefit from direct and explicit instruction in all of these areas. While the emphasis on handwriting instruction begins in primary grades, handwriting speed continues to increase at least until grade 9 (Graham, 2009). Forming letters accurately and fluently impacts reading and writing. When students are able to write fluently, they can dedicate their processing space to developing ideas, spelling, and generating appropriate sentences and paragraphs (Van Cleave, 2018). Student writing improves when

students have opportunities to apply their understanding of grammar in their writing. Grammar is the whole system and structure of a language. This includes syntax, which is the arrangement of words and phrases to create well-formed sentences. Teaching syntax concepts, such as parts of speech, helps students to understand the way words and clauses relate to each other and the ideas they convey. This leads to improvement in student writing as well as gains in reading comprehension. Best practice in writing instruction involves ample opportunities for students to see writing in action. Teachers model writing in front of students at the sentence, paragraph and composition level, releasing the responsibility of tasks gradually.

Finally, the Ohio Department of Education recognizes the importance of culturally responsive practice and has embedded the tenets of this best practice into the English Language Arts Standards and Ohio's Plan to Raise Literacy Achievement (2020). Culturally Responsive Practice is a systematic approach to teaching that recognizes a student's unique culture can strengthen a connectedness to school and enhance learning. In a culturally responsive classroom, student's lived experiences, cultures, and linguistic capital are recognized and valued, high expectations for learning are supported, high-quality, rigorous instruction is provided, and students are stretched cognitively to grow as independent learners (Hammond, 2014).

Within English Language Arts, learners are encouraged to connect with content in meaningful, and engaging ways. Rudine Sims Bishop, Professor Emeritus of the Ohio State University, coined the term "Mirrors, Windows and Sliding Glass Doors" in 1990. Literature is a vehicle for students to see themselves and learn about others. Classroom learning resources are windows, offering views of worlds to everyone around them. Windows can also become sliding glass doors that allow readers to walk through in imagination to become part of whatever world has been created by the author. Additionally, literature is a mirror of human experiences and reflects those experiences back to the reader. In that reflection, students can see their own lives and experiences as part of the human experience. Reading is a means of self-affirmation, and readers often seek their mirrors in books (Sims Bishop, 1990).

Hilliard City School District is committed to high-quality instruction and ensuring that each learner is ready for rigor and independent learning in every classroom, every day. Through teaching the English Language Arts Standards, students will actively seek to understand other perspectives and cultures through reading and listening, communicate effectively with people of varied backgrounds and evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can inhabit worlds and have experiences much different from their own (Ohio Department of Education, 2017).

A Balanced Assessment System

A balanced assessment framework allows all learners to demonstrate their understanding, all teachers to use results as a means of providing responsive instruction and intervention, and all stakeholders to recognize areas of strength and need in support of every student, without exception.

Battelle for Kids, as part of their Assessment21 professional learning series, identified four big ideas regarding assessments and how they can be leveraged to drive deeper learning.

- Testing is an event. Assessment is a process.
- Assessing deeper learning cannot be done in a vacuum.
- Assessment for deeper learning promotes transfer.
- Students are important stakeholders in the assessment process - now more than ever.

A combination of diagnostic, formative, and summative assessments provide learners and educators with valuable information to ensure that the learning environment is responsive to the diverse needs of all students and provides equitable opportunities to engage with academics, interests, and mindsets in a culturally relevant way. Assessments for, as, and of learning allow teachers and students to gather, examine, and use data in support of deep learning and thinking.

Assessments for learning are intended to occur during the learning process to gather specific information about each student's learning path based on what they know and can do. These opportunities work to unlock prior knowledge, identify misconceptions and errors in thinking, and demonstrate understanding and progress toward mastery of a particular standard or outcome. These assessments should be designed such that teachers can easily unpack and use the information to differentiate instruction, provide targeted and responsive interventions, and create conditions so that they, in partnership with students, can identify successful next steps in the learning process. Assessments for learning also provide each student with accurate and descriptive feedback and help all stakeholders gain an understanding of achievement, progress, and any necessary support.

Assessments as learning serve as opportunities to promote self-assessment and self-monitoring. In order for students to adequately plan for learning, connect new ideas to existing understandings, monitor progress, identify misconceptions and make sense of new concepts, and reflect on learning, teachers must both support the ambiguity and uncertainty that is inevitable with new learning as well as model and guide mechanisms of questioning one's own thinking.

Assessments of learning serve as a summary of student achievement and often represent summative demonstrations of mastery. These assessments are meant to be fair and accurate sources of information regarding student progress toward identified outcomes and can be used, when appropriate, to make educational decisions about and for students. To ensure these assessments are reliable, valid, and accurate representations of student learning, they should be transparent, aligned to curricular goals and outcomes, and accurately reflect the rigor of the course and intended learning.

The Hilliard City School District strives to accurately measure student achievement using a balanced assessment system. A single data point has limitations and tells only a part of the full picture of the district and a student's academic performance. By utilizing multiple data points, we can create a robust picture of student achievement that allows us to truly prepare students to be Ready for Tomorrow. In creating that balanced assessment system, each assessment type has unique benefits. Listed below are some of the roles of the major assessments in our system.

Purpose of Classroom Teacher Assessments:

- Monitor student progression on mastery of state standards
- Identify common student misconceptions
- Identify where to adjust instruction
- Identify student strengths and weaknesses
- Help inform student grades
- Communication tool for students to benchmark their learning

Purpose of Common District Assessments (in Performance Matters):

For Teachers:

- Monitor student progression on mastery of state standards
- Identify common student misconceptions
- Identify where to adjust instruction
- Identify student strengths and weaknesses
- Compare student progress to other students in the building and district
- Encourage collaboration in data analysis and instructional planning

For Building Leaders:

- Monitor student progression on mastery of state standards
- Compare student progress to other students in the district
- Identify where teachers need PD and/or support
- Identify areas for celebration and improvement
- Lead data team discussions and encourage collaboration
- Monitor building progress toward state assessment goals
- Identify trends among student groups

For District Leaders:

- Identify where buildings/teachers need support/PD
- Identify district learning gaps
- Inform district improvement planning
- Monitor student progression toward master of state standards
- Identify resources needed for support and justify the investment in those resources
- Identify trends with subgroups or other identified populations
- Monitor consistency in student achievement district wide

Purpose for STAR (Renaissance) Assessments:

- Impartial, third party, look at student achievement
- Calculates nationally normed, comparative, student growth data
- Monitors student mastery of state standards and progress toward success on state assessments
- Allows for student data comparison over time, including multiple years
- Allows for the identification and monitoring of academic interventions
- Allows for progress monitoring for EL students, students on IEPs, or other students as needed
- Inform district improvement planning

Purpose for Ohio State Assessments:

- Impartial, third party, look at student achievement
- Identify district curriculum gaps
- Identify where buildings/teachers need support/PD
- Identify student achievement and mastery of state standards district wide
- Creates comparative growth data
- Inform district improvement planning
- Identify trends with subgroups or other identified populations
- Allows students to demonstrate competency toward graduation pathways
- Are the basis for the state's school evaluation system (District Report Card)
- Evaluation of our district progress in comparison to other district in the state
- Evaluate student skills in preparation for post secondary options

Ohio K-12 English Language Arts Standards Organization and Overview

The K-12 English Language Arts Course of Study identifies the English Language Arts Learning Standards and establishes a foundation for the planning and development of lessons, resource selection and instruction. The learning standards are research and evidence-based, aligned with college and work expectations, rigorous, and internationally benchmarked. They provide an integrated model for literacy and as such are categorized by reading, writing, speaking, listening and language standards as well as use individual grade levels in kindergarten through 8th grade and two-year bands in grades 9-12. In regards to the standards identified at each grade level, the K-12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. This means that teachers should not expect students to show mastery after their first exposure to a standard skill or concept. These standards are meant to progress to college and career readiness from kindergarten to high school and introduction to mastery from the first day of a grade level to the last day of that grade level during the school year. As such, the College and Career Readiness Standards serve as the backbone for the English Language Arts Standards to ensure that students are able to exhibit the following capacities as a literate individual.

1. They demonstrate independence.
2. They build strong content knowledge.
3. They respond to the varying demands of audience, task, purpose and discipline.
4. They comprehend as well as critique.
5. They value evidence.
6. They use technology and digital media strategically and capably.
7. They come to understand other perspectives and cultures.

The following is an overview of the five categories that organize the English Language Arts Standards including reading, writing, language, speaking and listening. Within each category, key features of the standards are identified and defined. Finally, each category of the English Language Arts standards describes explicit college and career readiness connections.

Reading Standards - The Reading standards place an equal emphasis on the sophistication of what students read and the skill with which they read. They are grouped into three strands including Literature, Informational Text and Foundational Skills. Foundational Skills encourage fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. The standards defined within Foundational Skills focus on print concepts, phonological awareness, phonics, word recognition and fluency. Within the Literature and Informational Text strands, important topics of these standards include key details, craft and structure, integration of knowledge and ideas, and range of reading and level of text complexity.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields. To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Writing Standards - The Writing standards acknowledge the fact that some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing. Specific writing types such as arguments, informative/explanatory texts, and narratives more properly define other skills. Writing and reading standards compliment one another and stress the importance of making writing-reading connections 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. The Writing standards are organized by topics including text types and purposes, production and distribution of writing, research to build and present knowledge and range of writing.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation..
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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.

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended periods throughout the year. For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different

kinds of writing—for example, to use narrative strategies within argument and explanation within narrative, — to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

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

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or express.

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words,

syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations.

Speaking and Listening Standards - The Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills including but not limited to skills necessary for formal presentations. 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. The Speaking and Listening Standards are organized by topics including comprehension and collaboration and presentation of knowledge and ideas.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

To build a foundation for college and career readiness, students must have many opportunities to take part in a variety of rich, structured conversations— as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Focus and Coherence of Instruction and Assessment:

While together all of the standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, a single

rich task can address several standards. For example, when editing writing, students address Writing standard five (“Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach”) as well as Language standards one through three (which deal with conventions of standard English and knowledge of language). When drawing evidence from literary and informational texts per Writing standard nine, students are also demonstrating their comprehension skills in relation to specific standards in reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The sample Scope and Sequence for each grade level provides an example of how standards are paired together in support of one another.

K-12

English Language Arts

Grade Level Standards Scope and Sequence



The following Graded Course of Study identifies the English Language Arts Standards taught at each grade level and/or course as well as provides a sample Scope and Sequence that illustrates how standards are paired together and sequenced throughout the course of a school year. The Scope and Sequence is a flexible guide and should be adaptive based on student learning. The Elementary Scope and Sequence, grades K-5, reflects all of the standards that could be potentially touched upon in a given trimester. The Secondary Scope and Sequence, grades 6-12, reflects the specific standards assessed in a unit. This is due to the fact that many English Language Arts Standards have multiple touch points throughout a given year.

Kindergarten English Language Arts Standards

*Notation: The Ohio Department of Education has revised the Kindergarten ELA Standards. They are in the approval process. As such, our district is moving forward with the draft standards as they reflect the science of reading research, evidence-based practices and the Ohio Dyslexia Law that requires academic standards in reading and writing to incorporate a multisensory, structured literacy approach. The new English Language Arts Kindergarten Standards reflect the following changes from the previous version including:

- Reading Standards for Literature and Informational Text have been combined
- Each of the topics within the Reading Strands (Key Details, Craft and Structure, Integration of Knowledge and Ideas and Range of Reading and Level of Text Complexity) have been embedded in the new standards.
- Foundational Writing Skills is a new topic within the Writing Strand.

Reading Standards for Informational and Text and Literature

R.K.1	When presented with a read aloud, retell using a cohesive mental model/image to enhance comprehension. a. Describe a topic and details from an informational text. b. Answer questions about key details in a literary text.
R.K.2	When presented with a read aloud, a. Identify the main topic of an informational text. b. Retell familiar stories, including key details in a literary text.
R.K.3	When presented with a read aloud, a. Describe the connection between two individuals, events, ideas or pieces of information in an informational text. b. Identify characters, settings and major events in a story in a literary text.
R.K.4	When presented with a read aloud, a. Identify and explain descriptive words in an informational text. b. Answer questions about unknown words in a literary text.
R.K.5	Identify the front cover, back cover and title page of a book recognizing common types of texts (e.g., storybooks, poems, informational text).
R.K.6	When presented with a read aloud, name the author and illustrator of a story and define the role of each in a text.
R.K.7	When presented with a read aloud, a. Use titles, headings and illustrations to predict and confirm the topic of the informational text. b. Describe the relationship between illustrations and the story in which they appear in literary text (e.g., what moment in a story an illustration depicts).
R.K.8	(Begins in grade 1)
R.K.9	When presented with a read aloud, a. Identify and explain descriptive words in an informational text. b. Compare and contrast the adventures and experiences of characters in familiar literary text.
R.K.10	When presented with a read aloud, a. Create cohesive mental models/images to develop the understanding and purpose of the informational text. b. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons in literary text.

Reading Standards for 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.
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Phonological Awareness

RF.K.2	Demonstrate understanding of spoken words, syllables and phonemes (sounds) with automaticity. a. Identify and produce rhyming words with automaticity. b. Count, blend and segment syllables in spoken words with automaticity. c. Identify and segment onsets and rimes in single syllable spoken words with automaticity. d. Isolate and identify the initial, medial vowel and final phoneme in words containing three phonemes with automaticity. e. Segment single syllable words containing three to four phonemes into individual sounds with automaticity. (This does not include words ending with the letters r or x.). f. Blend three-four phonemes to make one syllable word with automaticity. g. Add, delete or substitute individual initial phonemes (sounds) in simple, one-syllable words to make new words with automaticity.
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Phonics and Word Recognition

RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Name the letters of the alphabet in order. b. Order the letters of the alphabet. c. Identify the letter before or after a given letter when given a model. d. Identify and name all lowercase letters with automaticity. e. Identify and name all uppercase letters with automaticity. f. Identify and produce grapheme (letter)- phoneme (sound) correspondences with automaticity for: a, e, i, o and u with short vowel sounds (/ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/) b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z with most common consonant sounds (c = hard sound /k/ sound, g = hard sound /g/, s = /s/ sound) am, an. g. Identify consonant digraphs (sh, th, ch, wh, ck) with automaticity. h. Decode single-closed syllable words containing three of the above-mentioned letter-phoneme correspondences. i. Identify and write the corresponding letter when given a phoneme (sound). j. Map (link) letters to words containing three of the above-mentioned letter-phoneme correspondences. k. Read and spell the following common, phonetically-irregular, high-frequency words with automaticity: the, of, to, you, is, are, do, was, a, as, has, his, said, one (after letter-sound is secured)
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Fluency

RF.K.4	Read decodable controlled texts with accuracy, prosody and appropriate fluency to gain meaning from text.
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Writing Standards

Foundational Writing Skills

WF.K.1	Identify the grapheme (letter/letters) independently and accurately for a given phoneme (sound).
WF.K.2	Blend individual phonemes orally (up to three phonemes) into a one-syllable word independently and accurately.
WF.K.3	Segment a one-syllable word orally of up to three phonemes independently and accurately.
WF.K.4	Substitute individual phonemes orally in a spoken word of up to three phonemes to create a new word independently and accurately.
WF.K.5	Write the correct grapheme (letter/letters) independently, accurately and with automaticity including: a. Letter formation, b. Letter placement, and c. Directionality (writing top to bottom, left to right).
WF.K.6	Print all lowercase consonants, vowels and digraphs and most uppercase consonants and vowels independently and accurately.
WF.K.7	Spell and write words (e.g., printing, using letter tiles or cards, etc.) independently and accurately after identifying the correct individual phonemes and graphemes in a word of up to three phonemes.
WF.K.8	Identify a closed-syllable independently and accurately consisting of the following spelling patterns: VC, CVC, CCVC and CVCC.
WF.K.9	Create and write a simple sentence independently and accurately using grade-appropriate orthographic patterns, rules and high-frequency words with: a. Correct spelling of words, b. Use of appropriate capitalization (beginning word, proper nouns, the pronoun “I”), c. Appropriate spacing, and d. Correct ending punctuation (i.e., period, question mark or exclamation mark).

Writing Fluency

W.K.1	Use an appropriate mode of delivery (written, drawn, oral or multimodal) to compose opinion pieces that tell a reader the topic or the name of the book being written about and to express an opinion or preference about the topic or book (e.g., My favorite book is...)
W.K.2	Use an appropriate mode of delivery (written, drawn, oral or multimodal) to compose informative/explanatory texts that name what is being written about and to supply some information about the topic.
W.K.3	Use an appropriate mode of delivery (written, drawn, oral or multimodal) to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred and to provide a reaction to what happened.
W.K.4	With the guidance of graphic organizers and explicit instruction from adults, use elements of the writing process (planning, drafting, revising, editing and publishing) when composing text.
W.K.5	Respond to questions and suggestions from peers and add details to strengthen writing as needed with guidance from adults.

W.K.6	Explore a variety of digital tools to produce and publish writing, including in collaboration with peers with explicit guidance from adults.
W.K.7	Participate in shared research and writing projects (e.g., explore a variety of books by a favorite author and express opinions about them.)
W.K.8	Recall information from experiences or gather information from provided sources to answer a question with explicit guidance from adults.

Speaking and Listening Standards

SL.K.1	Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns communicating about the topics and texts under discussion.) b. Continue a conversation through multiple exchanges.
SL.K.2	Ask and answer questions about key details of a text read aloud or information presented in various media and other formats and request clarification if something is not understood.
SL.K.3	Ask questions to seek help, to get information or to clarify something.
SL.K.4	Expand communication to provide additional details about familiar people, places, things and events when asked.
SL.K.5	Use objects, drawings or other visual displays to support, initiate or enhance communication.
SL.K.6	Communicate thoughts, feelings and ideas clearly.

Language Standards

L.K.1	Demonstrate command of the conventions of standard English grammar and usage when communicating. a. Use correct letter formation to form all upper and lowercase letters with an early emphasis on lowercase letter formation. b. Use frequently occurring nouns and verbs. c. Communicate regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs, wish, wishes). d. Understand and use interrogatives (question words) (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.
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when communicating. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write the corresponding letter/letters for the following phonemes: basic consonants, short vowels and consonant digraphs. d. Spell consonant-vowel-consonant (CVC) words correctly (words with three phonemes in a closed syllable).
L.K.3	(Begins in grade 2)

L.K.4	<p>Demonstrate the meaning of new and multiple-meaning words or phrases read or heard in a class read aloud.</p> <p>Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>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.</p>
L.K.5	<p>Explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>
L.K.6	<p>Communicate words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

Kindergarten Scope and Sequence

	Reading for Informational Text and Literature	Reading Foundational Skills	Writing Foundational Skills	Writing	Speaking & Listening	Language
Trimester 1	R.K.1.a-b R.K.2.a-b R.K.5 R.K.6 R.K.7.a-b R.K.10.a-b	RF.K.1.a-c RF.K.2.a-g RF.K.3.a-f, h-k	WF.K.1 WF.K.2 WF.K.3 WF.K.4 WF.K.5.a-c WF.K.6 WF.K.7 WF.K.8	W.K.1 W.K.3 W.K.5 W.K.6 W.K.8	SL.K.1.a-b SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	L.K.1.a-f L.K.2.a-d L.K.4 L.K.5.a-d L.K.6
Trimester 2	R.K.1.a-b R.K.2.a-b R.K.3.a-b R.K.4.a-b R.K.5 R.K.6 R.K.7.a-b R.K.9.a-b R.K.10.a-b	RF.K.1.a-c RF.K.2.a-g RF.K.3.a-k RF.K.4	WF.K.1 WF.K.2 WF.K.3 WF.K.4 WF.K.5.a-c WF.K.6 WF.K.7 WF.K.8 WF.K.9.a-d	W.K.1 W.K.2 W.K.3 W.K.5 W.K.6 W.K.7 W.K.8	SL.K.1.a-b SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	L.K.1.a-f L.K.2.a-d L.K.4 L.K.5.a-d L.K.6
Trimester 3	R.K.1.a-b R.K.2.a-b R.K.3.a-b R.K.4.a-b R.K.7.a-b R.K.9.a-b R.K.10.a-b	RF.K.2.a-g RF.K.3.a-k RF.K.4	WF.K.1 WF.K.2 WF.K.3 WF.K.4 WF.K.5.a-c WF.K.6 WF.K.7 WF.K.8 WF.K.9.a-d	W.K.1 W.K.2 W.K.3 W.K.5 W.K.6 W.K.7 W.K.8	SL.K.1.a-b SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	L.K.1.a-f L.K.2.a-d L.K.4 L.K.5.a-d L.K.6

First Grade English Language Arts Standards

Reading Standards for Literature

Key Ideas and Details

RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Analyze literary text development. a. Demonstrate understanding of the lesson. b. Retell stories, including key details.
RL.1.3	Describe characters, settings, and major events in a story, using key details.

Craft and Structure

RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RL.1.6	Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.8	(Not applicable to literature)
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
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Reading Standards for Informational Text

Key Ideas and Details

RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Analyze informational text development. a. Identify the main topic. b. Retell key details of a text.
RL.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.8	Identify the reasons an author gives to support points in a text.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
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Reading Standards for Foundation Skills

Print Concepts

RF.1.1	Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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Phonological Awareness

RF.1.2	Demonstrate understanding of spoken words, syllables, and phonemes (sounds). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending phonemes, including consonant blends. c. Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual phonemes.
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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. 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.
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Fluency

RF.1.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-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.
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Writing Standards

Text Types and Purposes

W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing

W.1.4	(Begins in grade 3)
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.1.9	(Begins in grade 4)

Range of Writing

W.1.10	(Begins in grade 3)
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Speaking and Listening Standards

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, 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.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation.

Language Standards

Conventions of Standard English

L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing 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; 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; Tomorrow, I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring coordinating and subordinating conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
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L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize dates and names of people. Use end punctuation for sentences. Use commas in dates and to separate single words in a series. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
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Knowledge of Language

L.1.3	(Begins in grade 2)
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Vocabulary Acquisition and Use

L.1.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
L.1.5	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). Identify real-life connections between words and their use (e.g., note places at home that are cozy). Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
L.1.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>

First Grade Scope & Sequence

	Reading Literature	Reading Informational Text	Reading Foundational Skills	Writing	Speaking & Listening	Language
Trimester 1	RL.1.1 RL.1.2 RL.1.3 RL.1.5 RL.1.7 RL.1.10	RI.1.1 RI.1.2 RI.1.4 RI.1.7 RI.1.10	RF.1.1 RF.1.2.a-d RF.1.3.a-c, f, g RF.1.4.a-c	W.1.3 W.1.5 W.1.6	SL.1.1.a-c SL.1.2 SL.1.3 SL.1.5 SL.1.6	L.1.1.a-c, g, i L.1.2.a-b L.1.4.a, c L.1.5.a-c L.1.6
Trimester 2	RL.1.2 RL.1.3 RL.1.4 RL.1.7 RL.1.10	RI.1.2 RI.1.6 RI.1.8 RI.1.10	RF.1.2.a-c RF.1.3.c, d, g RF.1.4.a-c	W.1.1 W.1.2 W.1.5 W.1.6 W.1.8	SL.1.4	L.1.1.a-j L.1.2.a-b L.1.4.d L.1.5 L.1.6
Trimester 3	RL.1.3 RL.1.6 RL.1.9 RL.1.10	RI.1.3 RI.1.5 RI.1.9 RI.1.10	RF.1.2.a-b RF.1.3.c, e RF.1.4.a-c	W.1.2 W.1.5 W.1.6 W.1.7		L.1.3 L.1.5 L.1.6

Second Grade English Language Arts Standards

Reading Standards for Literature

Key Ideas and Details

RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.2	Analyze literary text development. a. Determine the lesson or moral. b. Retell stories, including fables and folktales from diverse cultures.
RL.2.3	Describe how characters in a story respond to major events and challenges.

Craft and Structure

RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.6	Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.

Integration of Knowledge and Ideas

RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.8	(Not applicable to literature)
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
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Reading Standards for Informational Text

Key Ideas and Details

RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2	Analyze informational text development. a. Identify the main topic of a multi-paragraph text. b. Identify the focus of specific paragraphs within the text.

RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
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Craft and Structure

RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8	Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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Reading Standards for Foundation Skills

Phonics and Word Recognition

RF.2.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> 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. 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.
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Fluency

RF.2.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-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.
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Writing Standards

Text Types and Purposes

W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

W.2.4	(Begins in grade 3)
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
W.2.9	(Begins in grade 4)

Range of Writing

W.2.10	(Begins in grade 3)
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Speaking and Listening Standards

Comprehension and Collaboration

SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).

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.
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Presentation of Knowledge and Ideas

SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards

Conventions of Standard English

L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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., cage -> badge; boy -> boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Recognize formal and informal uses of English. b. Compare formal and informal uses of English.
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Vocabulary Acquisition and Use

L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.
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	<p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>
L.2.5	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>
L.2.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>

Second Grade Scope and Sequence

	Reading Literature	Reading Informational Text	Reading Foundational Skills	Writing	Speaking & Listening	Language
Trimester 1	RL.2.1 RL.2.2 RL.2.3 RL.1.5 RL.2.7 RL.2.10	RI.2.1 RI.2.2 RI.2.5 RI.2.7 RI.2.10	RF.2.3.a-c, f RF.2.4.a-c	W.2.1 W.2.5 W.2.6 W.2.8 W.2.10	SL.2.1.a-c SL.2.2 SL.2.3 SL.2.4 SL.2.5	L.2.1.a-b L.2.2.a L.2.4.a-b, d L.2.6
Trimester 2	RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.9	RI.2.1 RI.2.2 RI.2.4 RI.2.6 RI.2.8	RF.2.3.d RF.2.4.a-c	W.2.1 W.2.2 W.2.5 W.2.6 W.2.8	SL.2.6	L.2.1.c-d L.2.2.b, d, e L.2.4.c, e L.2.5.a-b
Trimester 3	RL.2.1 RL.2.6 RL.2.10	RI.2.3 RI.2.4 RI.2.9 RI.2.10	RF.2.3.e RF.2.4.a-c	W.2.1 W.2.2 W.2.3 W.2.5 W.2.6 W.2.7 W.2.8		L.2.1.e-f L.2.2.c L.2.3.a-b

Third Grade English Language Arts Standards

Reading Standards for Literature

Key Ideas and Details

RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2	Analyze literary text development. a. Determine a theme and explain how it is conveyed through key details in the text. b. Retell stories, including fables, folktales, and myths from diverse cultures.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6	Describe the difference between points of view in texts, particularly first- and third-person narration.

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., emphasize aspects of a character or setting).
RL.3.8	(Not applicable to literature)
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Level of Text Complexity

RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
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Reading Standards for Informational Text

Key Ideas and Details

RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2	Analyze informational text development. a. Determine the main idea of a text. b. Retell the key details and explain how they support the main idea.

RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
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Craft and Structure

RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6	Distinguish their own perspective from that of the author of a text.

Integration of Knowledge and Ideas

RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.8	Describe the relationships between the evidence and points an author uses throughout a text.
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
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Reading Standards for Foundation Skills

Phonics and Word Recognition

RF.3.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> 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.
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Fluency

RF.3.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-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.
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Writing Standards

Text Types and Purposes

W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion & 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 to aid comprehension, if needed. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.

Production and Distribution of Writing

W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.

Research to Build and Present Knowledge

W.3.7	Conduct short research projects that build knowledge about a topic.
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W.3.9	(Begins in grade 4)

Range of Writing

W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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Speaking and Listening Standards

Comprehension and Collaboration

SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards

Conventions of Standard English

L.3.1	Demonstrate command of the conventions of standard English grammar & usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.
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L.3.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
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Knowledge of Language

L.3.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases for effect. Recognize and observe differences between the conventions of spoken and written standard English.
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Vocabulary Acquisition and Use

L.3.4	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
L.3.5	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
L.3.5	<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).</p>

Third Grade Scope and Sequence

	Reading Literature	Reading Informational Text	Reading Foundational Skills	Writing	Speaking & Listening	Language
Trimester 1	RL.3.1 RL.3.2 RL.3.3 RL.3.4 RL.3.5 RL.3.7	RI.3.1 RI.3.2 RI.3.4 RI.3.5 RI.3.7 RI.3.10	RF.3.3.a-c RF.3.4.a, c	W.3.1.a, b, d W.3.3.a-d W.3.4 W.3.5 W.3.6 W.3.7 W.3.10	SL.3.1.a-d SL.3.2 SL.3.3 SL.3.4 SL.3.6	L.3.1.a-c, e, i L.3.2.a, b, f, g L.3.3.a-b L.3.4.a-d L.3.5.b-c
Trimester 2	RL.3.1 RL.3.2 RL.3.3 RL.3.4 RL.3.5 RL.3.9 RL.3.10	RI.3.1 RI.3.2 RI.3.3 RI.3.6 RI.3.8 RI.3.9 RI.3.10	RF.3.3.c-d RF.3.4.b	W.3.1.c W.3.2.a,d W.3.4 W.3.5 W.3.6 W.3.7 W.3.8 W.3.10	SL.3.5	L.3.1.d, h L.3.2.c, d, e L.3.5.a L.3.6
Trimester 3	RL.3.1 RL.3.2 RL.3.3 RL.3.5 RL.3.6 RL.3.10	RI.3.2 RI.3.3 RI.3.6 RI.3.9 RI.3.10	RF.3.3 RF.3.4	W.3.2 W.3.4 W.3.5 W.3.6 W.3.7 W.3.8 W.3.10		L.3.1.f, g

Fourth Grade English Language Arts Standards

Reading Standards for Literature

Key Ideas and Details

RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2	Analyze literary text development. a. Determine a theme of a story, drama, or poem from details in the text. b. Summarize the text, incorporating a theme determined from details in the text.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure

RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.4.6	Explain the differences in the point(s) of view in a text and different perspectives of the characters.

Integration of Knowledge and Ideas

RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RL.3.8	(Not applicable to literature)
RL.3.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity

RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
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Reading Standards for Informational Text

Key Ideas and Details

RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	Analyze informational text development. a. Determine the main idea of a text and explain how it is supported by key details. b. Provide a summary of the text that includes the main idea and key details, as well as other important information.

RL.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.
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Craft and Structure

RL.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
RL.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.
RL.4.6	Explain the differences in the point(s) of view in a text and different perspectives of the characters.

Integration of Knowledge and Ideas

RL.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.
RL.4.8	Explain how an author uses evidence to support particular points in a text.
RL.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

RL.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.
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Reading Standards for Foundation Skills

Phonics and Word Recognition

RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words by using 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.
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Fluency

RF.4.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-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.
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Writing Standards

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., for instance, in order to, in addition). 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 to aid comprehension, if needed. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
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.

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.
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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, while demonstrating sufficient command of keyboarding skills.

Research to Build and Present Knowledge

W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

W.4.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>
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Range of Writing

W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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Speaking and Listening Standards

Comprehension and Collaboration

SL.4.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language Standards

Conventions of Standard English

L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. 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., to, too, two; there, their).
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.

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).
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Vocabulary Acquisition and Use

L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).

L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Fourth Grade Scope and Sequence

	Reading Literature	Reading Informational Text	Reading Foundational Skills	Writing	Speaking & Listening	Language
Trimester 1	RL.4.1 RL.4.3 RL.4.4 RL.4.6 RL.4.10	RI.4.1 RI.4.4 RI.4.7 RI.4.10	RF.4.3 RF.4.4.a-c	W.4.3.a-e W.4.4 W.4.5 W.4.6 W.4.7 W.4.8 W.4.9.a W.4.10	SL.4.1.a-d SL.4.2 SL.4.3 SL.4.4 SL.4.6	L.4.1.a-g L.4.2.a-d L.4.3.a-c L.4.4.a-c L.4.5.a-c L.4.6
Trimester 2	RL.4.1 RL.4.3 RL.4.4 RL.4.6 RL.4.10	RI.4.1 RI.4.2.a-b RI.4.4 RI.4.5 RI.4.6 RI.4.7 RI.4.8 RI.4.9 RI.4.10	RF.4.3 RF.4.4.a-c	W.4.2.a-e W.4.4 W.4.5 W.4.6 W.4.7 W.4.8 W.4.9.b W.4.10	SL.4.1.a-d SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	L.4.1.a-g L.4.2.a-d L.4.3.a-c L.4.4.a-c L.4.5.a-c L.4.6
Trimester 3	RL.4.1 RL.4.2.a-b RL.4.3 RL.4.4 RL.4.5 RL.4.6 RL.4.7 RL.4.9 RL.4.10	RI.4.1 RI.4.4 RI.4.7 RI.4.10	RF.4.3 RF.4.4.a-c	W.4.1.a-d W.4.4 W.4.5 W.4.6 W.4.7 W.4.8 W.4.9.a-b W.4.10	SL.4.1.a-d SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	L.4.1.a-g L.4.2.a-d L.4.3.a-c L.4.4.a-c L.4.5.a-c L.4.6

Fifth Grade English Language Arts Standards

Reading Standards for Literature

Key Ideas and Details

RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Analyze literary text development. a. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. b. Summarize the text, incorporating a theme determined from details in the text.
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors, similes, and idioms.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.6	Describe how a narrator's or speaker's point of view and perspective influence how events are described.

Integration of Knowledge and Ideas

RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, mood, or appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.5.8	(Not applicable to literature)
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
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Reading Standards for Informational Text

Key Ideas and Details

RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2	Analyze informational text development. a. Determine the main ideas of a text and explain how they are supported by key details. b. Provide a summary of the text that includes the main ideas and key details, as well as other important information.

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.
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Craft and Structure

RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.

Integration of Knowledge and Ideas

RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.8	Explain how an author uses evidence to support particular points in a text, identifying which evidence supports corresponding points.
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
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Reading Standards for Foundation Skills

Phonics and Word Recognition

RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words by using 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.
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Fluency

RF.5.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
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Writing Standards

Text Types and Purposes

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

Production and Distribution of Writing

W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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.
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, while demonstrating sufficient command of keyboarding.

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.
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W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

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.
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Speaking and Listening Standards

Comprehension and Collaboration

SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. 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.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language Standards

Conventions of Standard English

L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing 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 had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., either/or, neither/nor).
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
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Vocabulary Acquisition and Use

L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Fifth Grade Scope and Sequence

	Reading Literature	Reading Informational Text	Reading Foundational Skills	Writing	Speaking & Listening	Language
Trimester 1	RL.5.1 RL.5.2.a-b RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.9 RL.5.10	RI.5.1 RI.5.2.a-b RI.5.4 RI.5.5 RI.5.10	RF.5.3 RF.5.4	W.5.3.a-e W.5.4 W.5.5 W.5.6 W.5.8 W.5.9.a W.5.10	SL.5.1.a-d SL.5.2 SL.5.6	L.5.1.a-e L.5.2.a-e L.5.3.a-b L.5.5
Trimester 2	RL.5.1 RL.5.7 RL.5.10	RI.5.1 RI.5.2 RI.5.3 RI.5.5 RI.5.6 RI.5.7 RI.5.8 RI.5.9 RI.5.10	RF.5.3 RF.5.4	W.5.1.a-c W.5.4 W.5.5 W.5.6 W.5.7 W.5.8 W.5.9.b W.5.10	SL.5.1.a-d SL.5.2 SL.5.3 SL.5.4 SL.5.5 SL.5.6	L.5.3.a-b L.5.6
Trimester 3	RL.5.1 RL.5.3 RL.5.6 RL.5.10	RI.5.1 RI.5.2 RI.5.3 RI.5.6 RI.5.9 RI.5.10	RF.5.3 RF.5.4	W.5.2.a-e W.5.4 W.5.5 W.5.6 W.5.7 W.5.8 W.5.9.b W.5.10	SL.5.1.a-d SL.5.2 SL.5.3 SL.5.4 SL.5.6	L.5.6

Sixth Grade English Language Arts Standards
(Courses: Language Arts 6, Honors Language Arts 6, Literacy Explorations 6)

Reading Standards for Literature

Key Ideas and Details

RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2	Analyze literary text development. a. Determine a theme of a text and how it is conveyed through particular details. b. Incorporate a theme and story details into an objective summary of the text.
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, on meaning and tone.
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.6	Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text.

Integration of Knowledge and Ideas

RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
RL.6.8	(Not applicable to literature)
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
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Reading Standards for 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.
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RI.6.2	Analyze informational text development. a. Determine a central idea of a text and how it is conveyed through particular details. b. Provide an objective summary of the text that includes the central idea and relevant details.
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
RI.6.6	Determine an author’s perspective or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas

RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by evidence from claims that are not.
RI.6.9	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Range of Reading and Level of Text Complexity

RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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Writing Standards

Text Types and Purposes

W.6.1	Write arguments to support claims with clear reasons and relevant evidence. a. Establish a thesis statement to present an argument. b. Introduce claim(s) and organize the reasons and evidence clearly. c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. d. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. e. Establish and maintain a formal style. f. Provide a 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. Establish a thesis statement to present information. b. 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.,

	<p>charts, tables), and multimedia to aid comprehension, if needed.</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>d. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from the information or explanation presented.</p>
W.6.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>

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.
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.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.

Research to Build and Present Knowledge

W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
W.6.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>

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.
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Speaking and Listening Standards

Comprehension and Collaboration

SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards

Conventions of Standard English

L.6.1	Demonstrate command of the conventions of standard English grammar & usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). 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.
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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.
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Knowledge of Language

W.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/ listener interest, and style. b. Maintain consistency in style and tone.
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Vocabulary Acquisition and Use

W.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or 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).
W.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., stingy, scrimping, economical, frugal, thrifty).
W.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Sixth Grade Scope & Sequence

ONGOING STANDARDS				
Reading: Literary Text	Reading: Informational Text	Writing		Speaking & Listening
RL.6.1 RL.6.5 RL.6.10	RI.6.1 RI.6.3 RI.6.5	RI.6.10	W.6.4 W.6.5 W.6.6	W.6.9 W.6.10
				SL.6.1 SL.6.2 SL.6.6

Language: The Language Standards, including grammar and vocabulary, will be embedded into various units throughout the course of the year.

	Reading Literature	Reading Informational Text	Writing	Speaking & Listening
SEMESTER 1				
Unit 1 <ul style="list-style-type: none"> ▪ Student explains how the author uses the point of view to develop the perspective of the narrator in the text. 	RL.6.6			
Unit 2 <ul style="list-style-type: none"> ▪ Student describes the sequence of events that the plot follows and how the characters change as the plot moves toward resolution. 	RL.6.3 RL.6.5			
Unit 3 <ul style="list-style-type: none"> ▪ Student determines a theme of the text and how it is conveyed through particular details. ▪ Student incorporates the theme into a complete, objective summary with details from the beginning, middle, and end. 	RL.6.2 RL.6.5			
Unit 4 <ul style="list-style-type: none"> ▪ Student determines a theme of the text and how it is conveyed through particular details. ▪ Student incorporates the theme into a complete, objective summary with details from the beginning, middle, and end. ▪ Student describes the sequence of events that the plot follows and how the characters change as the plot moves toward resolution. ▪ Student explains how the author uses the point of view to develop the perspective of the narrator in the text. 	RL.6.2 RL.6.3 RL.6.6			
Unit 5 <ul style="list-style-type: none"> ▪ Student determines the meanings of words and phrases as they are used in a text and analyzes how they impact meaning and tone. This includes figurative language, connotation, and sensory language. ▪ Student compares and contrasts the experience of reading a story to viewing/listening to a story. ▪ Student compares and contrast texts in different genres in terms of their approaches to similar themes/topics. 	RL.6.4 RL.6.7 RL.6.9			
Unit 6 <ul style="list-style-type: none"> ▪ Student can write a clear claim ▪ Student can draw evidence from a literary text to support a claim ▪ Student can write an essay to support claims with clear reasons and evidence 	RL.6.1		W.6.1 W.6.9 W.6.2	

SEMESTER 2

<p>Unit 1</p> <ul style="list-style-type: none"> • Student determines a central idea of a text and how it is conveyed through particular details. • Student incorporates the central idea into an objective summary with relevant details. • Student determines the meanings of words and phrases as they are used in a grade-level text. This includes: figurative meaning, connotation, and technical vocab. • Student analyzes how a particular sentence, paragraph, chapter, or section impacts the overall structure of a text and contributes to the development of the ideas. • Student determines an author’s perspective and purpose in a text and explain how it is conveyed through specific details (information, features, and structure of the text). • Student includes evidence and reasoning to support a claim. 		<p>RI.6.1 RI.6.2 RI.6.4 RI.6.5 RI.6.6 RI.6.7 RI.6.8 RI.6.9</p>		<p>SL.6.3 SL.6.4</p>
<p>Unit 2</p> <ul style="list-style-type: none"> • Student will write an informational essay that: <ul style="list-style-type: none"> • establishes a claim on the topic. • introduces a topic and organizes ideas. • develops the topic with relevant facts. 		<p>RI.6.1</p>	<p>W.6.2 W.6.7 W.6.8</p>	<p>SL.6.3 SL.6.4</p>
<p>Unit 3</p> <ul style="list-style-type: none"> • Student will present claims and findings with appropriate eye contact, volume, and pronunciation. • Student will gather information from multiple sources, assessing the credibility. • Student will quote or paraphrase data or information. 			<p>W.6.7 W.6.8</p>	<p>SL.6.3 SL.6.4</p>
<p>Unit 4</p> <ul style="list-style-type: none"> • Student writes a narrative with a beginning, middle, and end that includes a theme. 	<p>RL.6.2 RL.6.3 RL.6.6</p>		<p>W.6.3</p>	
<p>Unit 5</p> <ul style="list-style-type: none"> • Student creates a project that includes multimedia components to clarify information. 	<p>RL.6.2 RL.6.3 RL.6.6</p>			<p>SL.6.5</p>

Seventh Grade English Language Arts Standards
(Courses: Language Arts 7, Honors Language Arts 7, Core Infusion 7, Honors Infusion 7)

Reading Standards for Literature

Key Ideas and Details

RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2	Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text. b. Incorporate the development of a theme and other story details into an objective summary of the text.
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure

RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL.7.6	Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text.

Integration of Knowledge and Ideas

RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
RL.7.8	(Not applicable to literature)
RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Range of Reading and Level of Text Complexity

RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
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Reading Standards for Informational Text

Key Ideas and Details

RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2	Analyze informational text development. a. Determine two or more central ideas in a text and analyze their development over the course of the text. b. Provide an objective summary of the text that includes the central ideas and their development.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
RI.7.6	Determine an author's perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas

RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of

Range of Reading and Level of Text Complexity

RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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Writing Standards

Text Types and Purposes

W.7.1	Write arguments to support claims with clear reasons and relevant evidence. a. Establish a thesis statement to present an argument. b. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
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	<p>d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p>
W.7.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Establish a thesis statement to present information.</p> <p>b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
W.7.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>

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.
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.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources, as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge

W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

Range of Writing

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

Comprehension and Collaboration

SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. 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.
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL.7.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards

Conventions of Standard English

L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing 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. 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., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. Spell correctly.

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. b. Recognize and eliminate wordiness and redundancy.
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Vocabulary Acquisition and Use

L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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., refined, respectful, polite, diplomatic, condescending).

L.7.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Seventh Grade Scope and Sequence

ONGOING STANDARDS						
Reading: Literary Text		Reading: Informational Text		Writing		Speaking & Listening
RL.7.1	RL.7.4	RI.7.1	RI.7.5	W.7.2	W.7.7	SL.7.1
RL.7.2	RL.7.10	RI.7.2	RI.7.10	W.7.4	W.7.9	SL.7.6
RL.7.3		RI.7.4		W.7.5	W.7.10	

Language: The Language Standards, including grammar and vocabulary, will be embedded into various units throughout the course of the year.

	Reading Literature	Reading Informational Text	Writing	Speaking & Listening
SEMESTER 1				
Unit 1 • Students will analyze literary text development using close reading strategies.	RL.7.2 RL.7.3 RL.7.7		W.7.4	SL 7.5
Unit 2 • Students will be able to effectively analyze the development of the plot over the course of a text and demonstrate understanding through paragraph writing.	RL.7.1 RL.7.7 RL.7.2(a) RL.7.3 RL.7.4		W.7.4 W.7.5 W.7.9(a)	SL 7.5
Unit 3 • Students will be able to effectively analyze the development of the plot over the course of a text and demonstrate understanding through multi-paragraph writing.	RL.7.1 RL.7.2(a) RL.7.3 RL.7.4		W.7.4 W.7.5 W.7.9(a)	SL 7.5
Unit 4 • Students will be able to write an objective summary of a text. • Students will read informational and historical texts for the purpose of analyzing authors' presentations of a time period.	RL.7.2 RL.7.6 RL.7.9	RI.7.1 RI.7.2 RI.7.3 RI.7.5 RI.7.9	W.7.2(b-g) W.7.9(a)	SL 7.5

SEMESTER 2

<p>Unit 1</p> <ul style="list-style-type: none"> • Students will assess the credibility and accuracy of sources. • Students will effectively use search terms to gather relevant information from multiple sources. • Students will quote or paraphrase and cite sources while avoiding plagiarism. 		<p>RI.7.1 RI.7.6 RI.7.8 RI.7.9</p>	<p>W.7.7 W.7.8 W.7.9(b)</p>	<p>SL.7.4</p>
<p>Unit 2</p> <ul style="list-style-type: none"> • Students will defend a claim in a multi-paragraph essay using either self-selected or teacher-curated nonfiction articles. 		<p>RI.7.1 RI.7.6 RI.7.8 RI.7.9</p>	<p>W.7.7 W.7.8 W.7.9(b)</p>	<p>SL.7.4</p>
<p>Unit 3</p> <ul style="list-style-type: none"> • Students will revisit literary standards and engage with a variety of literary texts (may include poetry, novels, drama). 	<p>RL.7.2(a) RL.7.5 RL.7.9</p>			
<p>Unit 4</p> <ul style="list-style-type: none"> • Students will write a well-structured real or fictional narrative using effective writing techniques, descriptive details. 	<p>RL.7.2(a) RL.7.5 RL.7.9</p>		<p>W.7.3</p>	

Eighth Grade English Language Arts Standards **(Courses: Language Arts 8, Honors Language Arts 8, Core Infusion 8, Honors Infusion 8)**

Reading Standards for Literature

Key Ideas and Details

RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.2	Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. b. Incorporate a theme and its relationship to other story elements into an objective summary of the text.
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure

RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
RL.8.6	Analyze how differences in the points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create effects such as suspense or humor.

Integration of Knowledge and Ideas

RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
RL.8.8	(Not applicable to literature)
RL.8.9	Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and The Epic of Gilgamesh, including describing how the material is rendered new.

Range of Reading and Level of Text Complexity

RL.8.10	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. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
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Reading Standards for Informational Text

Key Ideas and Details

RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2	Analyze informational text development. a. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. b. Incorporate central ideas and their relationships into an objective summary of the text.
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure

RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
RI.8.6	Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Range of Reading and Level of Text Complexity

RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
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Writing Standards

Text Types and Purposes

W.8.1	Write arguments to support claims with clear reasons and relevant evidence. a. Establish a clear thesis statement to present an argument. b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
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	<p>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p>
W.8.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Establish a clear thesis statement to present information.</p> <p>b. 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 to aid comprehension, if needed.</p> <p>c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>
W.8.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>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.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>

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.
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.
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.

Research to Build and Present Knowledge

W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and The Epic of Gilgamesh, including describing how the material is rendered new”). b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

Range of Writing

W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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Speaking and Listening Standards

Comprehension and Collaboration

SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. 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.
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.8.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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Language Standards

Conventions of Standard English

L.8.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> 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.
L.8.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly.

Knowledge of Language

L.8.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Use verbs in the active and passive voice (e.g., emphasizing the actor or the action). Use verbs in the conditional and subjunctive mood to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact).
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Vocabulary Acquisition and Use

L.8.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> 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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). 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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.8.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

L.8.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Seventh Grade Scope and Sequence

ONGOING STANDARDS						
Reading: Literary Text		Reading: Informational Text		Writing		Speaking & Listening
RL.8.1	RL.8.4	RI.8.1	RI.8.4	W.8.4	W.8.9	SL.8.1
RL.8.2	RL.8.10	RI.8.2	RI.8.10	W.8.5	W.8.10	SL.8.6
RL.8.3		RI.8.3		W.8.6		

Language: The Language Standards, including grammar and vocabulary, will be embedded into various units throughout the course of the year.

	Reading Literature	Reading Informational Text	Writing	Speaking & Listening
SEMESTER 1				
Unit 1				
<ul style="list-style-type: none"> • Students will be able to identify the theme of a short story. • Students will be able to analyze the theme through character development, setting, and plot. • Students will be able to identify and apply an understanding of the parts of a body paragraph. 	RL.8.1 RL.8.2		W.8.4 W.8.9(a)	
Unit 2				
<ul style="list-style-type: none"> • Students will be able to write an informative essay. • Students will be able to cite relevant textual evidence. • Students will be able to make connections between individuals, ideas, and events. 		RI.8.1 RI.8.3	W.8.2	
Unit 3				
<ul style="list-style-type: none"> • Students will be able to identify the theme of a novel. • Students will be able to analyze the theme through character development, setting, and plot. • Students will be able to compare and contrast the structure of two texts and analyze how the differing structure of each text contributes to its meaning. 	RL.8.1 RL.8.2 RL.8.6 RL.8.5	RI.8.1 RI.8.2b	W.8.2 W.8.9(a) W.8.4	SL.8.1
Unit 4				
<ul style="list-style-type: none"> • Students will be able to compare the structures of differing texts. • Students will be able to identify text evidence that strongly supports their claim. • Students will be able to write a literary analysis essay that will analyze a common theme of two texts. 	RL.8.1 RL.8.2 RL.8.5		W.8.2	
Unit 5				
<ul style="list-style-type: none"> • Students will generate and answer questions using multiple sources. • Students will be able to identify informational text structures and features. • Students will be able to identify and analyze an author's bias. • Students will be able to write an informative article that presents the different sides of a topic. 		RI.8.4 RI.8.5 RI.8.6	W.8.5 W.8.7 W.8.9(b)	

SEMESTER 2

<p>Unit 1</p> <ul style="list-style-type: none"> • Students will be able to identify and analyze how characters are developed. • Students will be able to determine figurative and connotative meanings of words. • Students will be able to analyze how the author’s words create mood and tone. • Students will be able analyze allusions in a text. • Students will apply narrative writing techniques. 	<p>RL.8.3 RL.8.4 RL.8.6 RL.8.9</p>			
<p>Unit 2</p> <ul style="list-style-type: none"> • Students will be able to analyze and evaluate arguments and claims in a text. • Students will be able to write an organized argument to support claims using relevant evidence. <ul style="list-style-type: none"> • Students will be able to assess the credibility of each source. • Students will quote and paraphrase data while avoiding plagiarism using properly formatted citations. • Students will be able to apply an understanding of alternate or opposing claims. 		<p>RI.8.4 RI.8.5 RI.8.6 RI.8.8 RI.8.9</p>	<p>W.8.1 W.8.9(a) W.8.2(b,c) W.8.7 W.8.8</p>	
<p>Unit 3</p> <ul style="list-style-type: none"> • Students will be able to analyze how an author creates suspense. • Students will be able to apply suspense techniques when writing their own narrative. 	<p>RL.8.6</p>		<p>W.8.3</p>	
<p>Unit 4</p> <ul style="list-style-type: none"> • Students will be able to identify and analyze figurative language, mood, tone, word choice, and connotative meanings. • Students will be able to apply various elements of poetry. 	<p>RL.8.3 RL.8.4</p>		<p>W.8.3</p>	
<p>Unit 5</p> <ul style="list-style-type: none"> • Students will be able to analyze how an author creates dramatic irony. • Students will be able to recognize and analyze the similarities and differences between a drama and its screen adaptation. 	<p>RL.8.3 RL.8.6 RL.8.7</p>			

Ninth Grade English Language Arts Standards (Courses: English 9A/B and Honors English 9)

Reading Standards for Literature

Key Ideas and Details

RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.2	Analyze literary text development. a. Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. b. Provide an objective summary of the text that includes the theme and relevant story elements.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time & place or an emotion; how it sets a formal or informal tone).
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL.9-10.6	Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
RL.9-10.8	(Not applicable to literature)
RL.9-10.9	Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.
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Reading Standards for Informational Text

Key Ideas and Details

RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.2	Analyze informational text development. a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details. b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6	Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.

Integration of Knowledge and Ideas

RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Range of Reading and Level of Text Complexity

RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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Writing Standards

Text Types and Purposes

W.9-10.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none">Establish a clear and thorough thesis to present an argument.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 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 argument presented.
W.9-10.2	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none">Establish a clear and thorough thesis to present information.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 to aid comprehension, if needed.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).
W.9-10.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none">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.Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.9-10.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
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W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

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

Range of Writing

W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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Speaking and Listening Standards

Comprehension and Collaboration

SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 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, & 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.
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SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
W.9-10.3	Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

SL.9-10.4	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.
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards

Conventions of Standard English

L.9-10.1	Demonstrate command of the conventions of standard English grammar & 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, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9-10.2	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.

Knowledge of Language

L.9-10.3	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 work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type. b. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
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Vocabulary Acquisition and Use

L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. 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.
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	<p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>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, part of speech, or etymology.</p> <p>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).</p>
L.9-10.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>
L.9-10.6	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

Ninth Grade Scope and Sequence

ONGOING STANDARDS			
Reading: Literary Text	Reading: Informational Text	Writing	Speaking & Listening
RL.9-10.1 RL.9-10.10	RI.9-10.1 RI.9-10.10	W.9-10. 4 W.9-10. 5 W.9-10.10	SL.9-10.1 SL.9-10.6
Language: The Language Standards, including grammar and vocabulary, will be embedded into various units throughout the course of the year.			

	Reading Literature	Reading Informational Text	Writing	Speaking & Listening
SEMESTER 1				
Unit 1 <ul style="list-style-type: none"> ▪ Students understand and be able to examine the plot and setting of various short stories. ▪ Students will be able to identify how an author’s choices regarding plot and setting contribute to the overall meaning of the text. 	RL.9-10.1 RL.9-10.5		W.9-10.2 W.9-10.3(c)	
Unit 2 <ul style="list-style-type: none"> ▪ Students will be able to analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. 	RL.9-10.3		W.9-10.3(b)	
Unit 3 <ul style="list-style-type: none"> ▪ Students will be able to determine a theme of a text and analyze in detail its development over the course of the text. ▪ Students will be able to examine how the theme emerges and is shaped and refined by specific details, especially symbolism. 	RL.9-10.2			
Unit 4 <ul style="list-style-type: none"> ▪ Students will be able to examine and analyze an author’s writing style, including how the author uses specific words to impact meaning, mood, and tone. 	RL.9-10.4		W.9-10.3(d)	
Unit 5 <ul style="list-style-type: none"> ▪ Students will be able to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 			W.9-10.3	
Unit 6 <ul style="list-style-type: none"> ▪ Students will be introduced to the language of Shakespeare and build background knowledge in preparation for reading Romeo and Juliet. ▪ Through the reading and analysis of Romeo and Juliet and various Shakespearian sonnets, students will be able to comprehend Shakespeare’s language and analyze characters’ motivations, as well as how the same subject can be represented across different mediums. 	RL.9-10.3 RL.9-10.4 RL.9-10.7 RL.9-10.9			
Unit 7 <ul style="list-style-type: none"> ▪ Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence 			W.9-10.1	

SEMESTER 2

<p>Unit 1</p> <ul style="list-style-type: none"> • Students will understand various non-fiction genres and conventions of non-fiction texts. • Students will understand the various informational text features and structures. • Students will be able to effectively evaluate sources. 		RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.7 RI.9-10.8 RI.9-10.9		
<p>Unit 2</p> <ul style="list-style-type: none"> • Students will be able to read and analyze a non-fiction text. 		RRI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.7 RI.9-10.8 RI.9-10.9		
<p>Unit 3</p> <ul style="list-style-type: none"> • Students will write a research essay in which they gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively • Students will be able to assess the usefulness of each source in answering a research question • Students will be able to integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. 		RI.9-10.1 RI.9-10.7	W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.7 W.9-10.8 W.9-10.9	SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5
<p>Unit 4</p> <ul style="list-style-type: none"> • Students will be able to compare and synthesize multiple literary texts 	RL.9-10.1 RL.9-10.2 RL.9-10.5 RL.9-10.6			
<p>Unit 5</p> <ul style="list-style-type: none"> • Students will be able to analyze how an author creates dramatic irony. • Students will be able to recognize and analyze the similarities and differences between a drama and its screen adaptation. 			W.9-10.2	

Tenth Grade English Language Arts Standards (Courses: English 10A/B and Honors English 10)

Reading Standards for Literature

Key Ideas and Details

RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.2	Analyze literary text development. a. Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. b. Provide an objective summary of the text that includes the theme and relevant story elements.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time & place or an emotion; how it sets a formal or informal tone).
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL.9-10.6	Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
RL.9-10.8	(Not applicable to literature)
RL.9-10.9	Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.
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Reading Standards for Informational Text

Key Ideas and Details

RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.2	Analyze informational text development. a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details. b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6	Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.

Integration of Knowledge and Ideas

RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Range of Reading and Level of Text Complexity

RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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Writing Standards

Text Types and Purposes

W.9-10.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none">Establish a clear and thorough thesis to present an argument.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 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 argument presented.
W.9-10.2	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none">Establish a clear and thorough thesis to present information.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 to aid comprehension, if needed.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).
W.9-10.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none">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.Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.9-10.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
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W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

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

Range of Writing

W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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Speaking and Listening Standards

Comprehension and Collaboration

SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 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, & 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.
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SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
W.9-10.3	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

SL.9-10.4	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.
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards

Conventions of Standard English

L.9-10.1	Demonstrate command of the conventions of standard English grammar & 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, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9-10.2	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.

Knowledge of Language

L.9-10.3	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 work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. b. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
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Vocabulary Acquisition and Use

L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. 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.
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	<p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>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, part of speech, or etymology.</p> <p>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).</p>
L.9-10.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>
L.9-10.6	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

Tenth Grade Scope and Sequence

ONGOING STANDARDS			
Reading: Literary Text	Reading: Informational Text	Writing	Speaking & Listening
RL.9-10.1 RL.9-10.10	RI.9-10.1 RI.9-10.10	W.9-10.2 W.9-10.5 W.9-10.10	SL.9-10.1 SL.9-10.6
Language: The Language Standards, including grammar and vocabulary, will be embedded into various units throughout the course of the year.			

	Reading Literature	Reading Informational Text	Writing	Speaking & Listening
SEMESTER 1				
Unit 1 <ul style="list-style-type: none"> • Students will be able to identify an author’s use of literary devices in short stories and poems. • Students will be able to write short (one-paragraph) informational texts in order to analyze the author’s use of literary devices. 	RL.9-10.1 RL.9-10.2 RL.9-10.4		W.9-10.2	SL.9-10.1
Unit 2 <ul style="list-style-type: none"> • Students will be able to construct and write a multi-paragraph literary analysis essay, based on close reading of a short story. 	RL.9-10.1 RL.9-10.2		W.9-10.2 W.9-10.4 W.9-10.5	
Unit 3 <ul style="list-style-type: none"> • Students will be able to read and analyze a novel. • Students will be able to examine the real-world context of a fictional novel through supplemental informational texts. 	RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.6 RL.9-10.7	RI.9-10.1 RI.9-10.2 RI.9-10.7		
Unit 4 <ul style="list-style-type: none"> • Students will be able to examine and analyze an author’s writing style, including how the author uses specific words to impact meaning, mood, and tone. 	RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.6 RL.9-10.7		W.9-10.2 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.7 W.9-10.9	

SEMESTER 2				
Unit 1 <ul style="list-style-type: none"> • Students will be able to analyze an informational text in order to evaluate the author's argument. • Students will be able to pull evidence in order to support their analysis of an informational text. 		RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.7 RI.9-10.9		
Unit 2 <ul style="list-style-type: none"> • Students will be able to gather credible sources in order to answer a research question. 		RI.9-10.1 RI.9-10.2 RI.9-10.8	W.9-10.7 W.9-10.8	
Unit 3 <ul style="list-style-type: none"> • Students will be able to write a multi-paragraph argumentative research essay. 		RI.9-10.1 RI.9-10.2 RI.9-10.8	W.9-10.1 W.9-10.7 W.9-10.8	
Unit 4 <ul style="list-style-type: none"> • Students will be able to adapt research into a multimedia presentation and give the presentation 			W.9-10.7 W.9-10.8	SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6
Unit 5 <ul style="list-style-type: none"> • Students will be able to read and analyze a drama. 	RL.9-10.7 RL.9-10.9		W.9-10.2	
Unit 6 <ul style="list-style-type: none"> • Students will be able to read and understand a memoir. • Students will practice narrative writing strategies. 	RL.9-10.1 RL.9-10.3 RL.9-10.5		W.9-10.3 W.9-10.4 W.9-10.5	
Unit 7 <ul style="list-style-type: none"> • Students will be able to write a narrative. 			W.9-10.3 W.9-10.4 W.9-10.5	

Eleventh Grade English Language Arts Standards (Course: English 11A/B)

Reading Standards for Literature

Key Ideas and Details

RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	Analyze literary text development. a. Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Produce a thorough analysis of the text.
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

RL.11-12.4	Determine the connotative, denotative, and figurative meanings of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.

Integration of Knowledge and Ideas

RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
RL.11-12.8	(Not applicable to literature)
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics.

Range of Reading and Level of Text Complexity

RL.11-12.10	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, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.
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Reading Standards for Informational Text

Key Ideas and Details

RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2	Analyze informational text development. a. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Integration of Knowledge and Ideas

RI.11-12.7	RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

RI.11-12.10	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.
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Writing Standards

Text Types and Purposes

W.11-12.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none">Establish a clear and thorough thesis to present a complex argument.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.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.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.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 argument presented.
W.11-12.2	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none">Establish a clear and thorough thesis to present and explain information.Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.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.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.Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy 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).
W.11-12.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none">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.Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.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).Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.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.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and 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 over reliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11-12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics”). b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

Range of Writing

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

Comprehension and Collaboration

SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 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.
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	<p>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.</p> <p>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.</p>
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.3	Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
W.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language Standards

Conventions of Standard English

L.11-12.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.</p>
L.11-12.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>

Knowledge of Language

L.11-12.3	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none">Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed.Apply an understanding of syntax to the study of complex texts when reading.
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Vocabulary Acquisition and Use

L.11-12.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none">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.Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).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, part of speech, etymology, or standard usage.Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none">Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.Analyze nuances in the meaning of words with similar denotations.
L.11-12.5	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

Eleventh Grade Scope and Sequence

ONGOING STANDARDS						
Reading: Literary Text		Reading: Informational Text		Writing		Speaking & Listening
RL.11-12.1	RL.11-12.5	RI.11-12.1	RI.11-12.5	W.11-12.4	W.11-12.7	SL.11-12. SL.11-12.6
RL.11-12.2	RL.11-12.7	RI.11-12.2	RI.11-12.6	W.11-12.5	W.11-12.9	
RL.11-12.3	RL.11-12.10	RI.11-12.3	RI.11-12.10	W.11-12.6	W.11-12.10	
RL.11-12.4		RI.11-12.4				

Language: The Language Standards, including grammar and vocabulary, will be embedded into various units throughout the course of the year.

	Reading Literature	Reading Informational Text	Writing	Speaking & Listening
SEMESTER 1				
Unit 1	RL.11-12.2 RL.11-12.3 RL.11-12.7 RL.11-12.9	RI.11-12.9	W.11-12.9	SL.11-12.1 SL.11-12.6
Unit 2	RL.11-12.1 RL.11-12.6 RL.11-12.7 RL.11-12.9		W.11-12.1 W.11-12.2 W.11-12.9	
Unit 3	RL.11-12.4 RL.11-12.5 RL.11-12.9	RI.11-12.1 RI.11-12.2 RI.11-12.4 RI.11-12.5 RI.11-12.8 RI.11-12.9	W.11-12.9	SL.11-12.1 SL.11-12.6
Unit 4	<ul style="list-style-type: none"> • Students will apply their persuasion skills from Semester 1, Unit 3, to produce a logical, defensible persuasive essay. 	RI.11-12.1 RI.11-12.7	W.11-12.1 W.11-12.4 W.11-12.5 W.11-12.6	

SEMESTER 2				
Unit 1 <ul style="list-style-type: none"> Students will engage with a contemporary work that addresses a realistic (non-fantastical) conflict. This will help students start to consider issues/problems with multiple, defensible perspectives. 	RL.11-12.2 RL.11-12.3 RL.11-12.6	RI.11-12.3 RI.11-12.6	W.11-12.4 W.11-12.9	SL.11-12.1 SL.11-12.6
Unit 2 <ul style="list-style-type: none"> Students will engage with research and use the information gained to provide analysis of a topic. Students will use multimedia resources to present research to a group of others. 	RL.11-12.1	RI.11-12.3 RI.11-12.6	W.11-12.2 W.11-12.7 W.11-12.8	SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6
Unit 3 <ul style="list-style-type: none"> Students will read and analyze personal narrative (memoir or autobiography) to explore how individuals present and reflect upon their lived experiences. This is a tethered-choice unit. 	RL.11-12.2 RL.11-12.3 RL.11-12.7	RI.11-12.3 RI.11-12.6	W.11-12.4 W.11-12.5 W.11-12.9	SL.11-12.1
Unit 4 <ul style="list-style-type: none"> Students will apply their familiarity with narrative strategies from Semester 2 Unit 3 to produce a narrative of their own, using the writing we have previously read as mentor texts. 	RL.11-12.6		W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6	

Twelfth Grade English Language Arts Standards (Course: English 12A/B)

Reading Standards for Literature

Key Ideas and Details

RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	Analyze literary text development. a. Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Produce a thorough analysis of the text.
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

RL.11-12.4	Determine the connotative, denotative, and figurative meanings of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.

Integration of Knowledge and Ideas

RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
RL.11-12.8	(Not applicable to literature)
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics.

Range of Reading and Level of Text Complexity

RL.11-12.10	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, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.
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Reading Standards for Informational Text

Key Ideas and Details

RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2	Analyze informational text development. a. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Integration of Knowledge and Ideas

RI.11-12.7	RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

RI.11-12.10	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.
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Writing Standards

Text Types and Purposes

W.11-12.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none">Establish a clear and thorough thesis to present a complex argument.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.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.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.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 argument presented.
W.11-12.2	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none">Establish a clear and thorough thesis to present and explain information.Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.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.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.Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy 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).
W.11-12.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none">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.Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.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).Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.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.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and 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 over reliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11-12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics”). b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

Range of Writing

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

Comprehension and Collaboration

SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 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.
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	<p>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.</p> <p>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.</p>
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.3	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
W.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language Standards

Conventions of Standard English

L.11-12.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.</p>
L.11-12.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>

Knowledge of Language

L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed. b. Apply an understanding of syntax to the study of complex texts when reading.
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Vocabulary Acquisition and Use

L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). 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, part of speech, etymology, or 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).
L.11-12.5	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.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Twelfth Grade Scope and Sequence

ONGOING STANDARDS						
Reading: Literary Text		Reading: Informational Text		Writing		Speaking & Listening
RL.11-12.1	RL.11-12.5	RI.11-12.1	RI.11-12.4	W.11-12.4	W.11-12.7	SL.11-12.1(a-d)
RL.11-12.2(a-b)	RL.11-12.7	RI.11-12.2(a-b)	RI.11-12.5	W.11-12.5	W.11-12.9	SL.11-12.6
RL.11-12.3	RL.11-12.10	RI.11-12.3	RI.11-12.6	W.11-12.6	W.11-12.10	
RL.11-12.4						

Language: The Language Standards, including grammar and vocabulary, will be embedded into various units throughout the course of the year.

	Reading Literature	Reading Informational Text	Writing	Speaking & Listening
SEMESTER 1				
Unit 1			W.11-12.3 W.11-12.4 W.11-12.5	
Unit 2		RI.11-12.2(a-b) RI.11-12.7 RI.11-12.10		SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4
Unit 3	RL.11-12.4 RL.11-12.6 RL.11-12.10	RI.11-12.1 RI.11-12.3	W.11-12.1 W.11-12.6 W.11-12.7 W.11-12.8	SL.11-12.5
SEMESTER 2				
Unit 1	RL.11-12.1 RL.11-12.2(a-b) RL.11-12.3	RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.7	W.11-12.2(a-g) W.11-12.4 W.11-12.5 W.11-12.10	
Unit 2	RL.11-12.3 RL.11-12.5 RL.11-12.7		W.11-12.9 W.11-12.1 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9	
Unit 3	RL.11-12.2(a-b) RL.11-12.5		W.11-12.2(a-g) W.11-12.3	SL.11-12.1

English Language Arts Electives

Seventh-Twelfth Grades



The Hilliard City School District offers students in grades seventh through twelfth the opportunity to participate in a variety of elective courses. These courses are evaluated and revised annually through our Middle School and High School Program of Studies review. There are several elective courses that are categorized as English Language Arts electives due to the knowledge and skills students use in the class which support and reinforce English Language Arts Standards. For example, Speech, Debate and Public Discourse supports and reinforces the English Language Arts Speaking and Listening Standards. However, because these courses are revised annually based on student enrollment, tailored to the interest of students, and are not the primary way English Language Arts Standards are explicitly taught to students, the English Language Arts Course of Study does not list each of the English Language Arts Standards that are reinforced in any given elective, year to year. Please refer to the Middle School and High School Program of Studies for the specific English Language Arts course elective offerings annually. English Language Arts elective teachers have a copy of the English Language Arts Standards for their grade band which are utilized based on the design of the course and student interest.

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