



ESTADO LIBRE ASOCIADO DE  
PUERTO RICO  
DEPARTAMENTO DE EDUCACIÓN

## English Program

# Puerto Rico Core Standards

A path towards the construction of a new educational paradigm



**K-12**

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Artistic Concept  
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**PUERTO RICO**  
DEPARTAMENTO DE EDUCACIÓN

# **Puerto Rico**

# ***Core Standards***

## **English Program**

**2014**

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SECRETARY OFFICE

## PUERTO RICO CORE STANDARDS 2014

Twenty-first century challenges require present and future professionals to demonstrate competences, skills, attitudes and knowledge necessary to meet the needs of a globalized economy. The efforts of the Department of Education are designed to prepare our students so they can compete on equal terms with other citizens of the world, developing our youth to become competent citizens that will be responsible for the transformation of our country.

Puerto Rico Core Standards 2014 represent a rigorous curriculum that integrates high essential professional knowledge of the 21<sup>st</sup> century: to know, to know how, knows to be and be able to coexist. The effective implementation of the standards with the use of different methodologies will address the needs of the 21<sup>st</sup> century student. It will provide our students with academic experiences in or out of the classroom and expand their vision so they can set short, medium, and long term goals towards the transition in the working world and college. To achieve this purpose the Department of Education has designed an educational reform aiming towards meeting the different needs of our students. Both our curriculum and curriculum materials support the construction of integral human beings able to transform our country.

Our curriculum will allow students to identify their strengths and address areas of opportunity that will lead them to develop skills to be successful citizens. Our standards are designed to strengthen the college graduate students' profile high school studies. These tools provide infinite possibilities for their future so as to revitalize our country.

The mastery of these contents specified in the Puerto Rico Core Standards will lead our students to achieve great things. Let's work for each of our students to experience a successful personal and professional life. Education is the foundation for transformation. We encourage the Puerto Rican teacher to accept the challenges to help develop the student's character holistically, adjusted to the implications of social change and globalization of our times. We invite you to trace the path of a new educational paradigm for you, your students, and for Puerto Rico!

Hon. Rafael Román Meléndez  
Secretary of Education

# ACKNOWLEDGEMENTS

The English Program acknowledges the Core Committee's contribution in the structure of the Puerto Rico Core Standards in order to guide teachers of English as a Second Language to continue work towards academic achievement. The program revised the development of content standards, rigorous grade level expectations and particular indicators in order to facilitate a connection between College and Career Readiness.

The English Program acknowledges the facilitators, teachers and Higher Education Specialists who were so willingly committed to contributing not only to the program, but also to ensuring the children and educators were the first and foremost consideration when revising the standards. As teachers use this document to plan instruction to meet the needs of all learners, the English Programs purpose is for teachers to get involved in the teaching process with responsibility to obtain higher levels of academic achievement. With this in mind, we will be able to guarantee the development and academic excellence for each and every student in Puerto Rico.



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# INTRODUCTION

The Puerto Rico Core Standards for the English Program are divided into five distinct standards: Listening, Speaking, Reading, Writing, and Language. Each standard consists of both College and Career Readiness (CCR) expectations and grade level indicators. The CCR expectations and grade-specific indicators are necessary complements – the former provides broad expectations, the latter provides additional specificity – that together defines the skills and competencies that all students must master. The PRCS require preparing students for College and Career Readiness (CCR) expectations which identify what students are expected to master by the end of grade 12 while the grade level indicators identify what students are expected to master at a particular grade level.

The PRCS in English were written by grade level from K-12. For each standard and expectation, indicators are side-by-side to adjacent grades to show their progression across grades. In considering the organization and structure of the PRCS in English, the Core Development Team (CDT) used standards and expectations to represent the essential topics and skills to be addressed. The preceding grade level indicators each support and build toward the CCR expectations, clearly showing the progression of skills across grade levels. Building backwards from CCR expectations prevents the omission of essential developmental concepts and skills at each grade level and supports the articulation of research-based progressions of learning within each standard. Grades K-6 contain additional Foundational Skills in Reading and Writing; these are important skills that teachers must consider at this level to provide students a strong learning core in these subject areas. Media, Technology, and Cultural Awareness skills are embedded throughout all of the standards at all grade levels, rather than treated in a separate section. This underscores the need to utilize technology and media that is required for all students in the 21st century.

In addition to defining general, cross-disciplinary literacy expectations for college and career readiness for students, these standards also provide a clear vision of the academic rigor educators and parents in Puerto Rico should aim for in the education of Puerto Rico’s children. These learning goals help ensure that students meet social, academic, college, and work expectations, are prepared to succeed in a global economy and society, and are provided with rigorous content and application of higher knowledge thinking.

For the development of the Puerto Rico Core Standards, the Committee researched and used various documents, which were essential. The PRDE 2007 academic content standards, as well as the California English Language Development Standards (CA-ELDs), the Learning Progression Frameworks (LPFs), and numerous other documents such as the World Class Instructional Design and Assessment (WIDA) English Language Development standards and the Common European Framework of Reference for language learning, teaching, and assessment, served as key resources used to support the development of the PRCS in English. All of these documents and ideas were organized in order to provide rigor, clarity, and progression of across grade levels.

## **Vision**

The English Program of the Department of Education of Puerto Rico aims to develop students who can communicate creatively, reflectively, and critically in the English language in order for them to be college and career ready. They should feel committed to their native language and Hispanic culture, simultaneously developing a strong sense of solidarity, respect and appreciation for other cultures.

## **Mission**

Develop students to communicate effectively in the English language, recognizing that the mastery of their vernacular is essential for effective learning of other languages. Therefore, the integration between English and Spanish programs is crucial. Students will communicate orally and in written in the English language. The curriculum will foster critical and creative thinking needed to meet the expectations and demands of the contemporary global society. It will provide enriching educational experiences, integrated, and challenging which will take into consideration, in addition to knowledge and skills, the social, economic, cultural, and personal background of each student. In this way, they can respond to new challenges and social responsibilities and will be able to grasp the opportunities of the twenty-first century global world.

## **Goals**

The English Program is directed towards the development of a student who is able to communicate effectively, both orally and in written in the English language.

## **Learning Focused Goals**

In order for students to achieve learning in the English language it is necessary to:

- Understand what they hear.
- Express their ideas in formal and informal conversations with correct grammar, intonation and pronunciation.
- Understand and interpret what they read for enjoyment of reading.
- Make use of English as a communication mechanism for different purposes framed in a variety of contexts.
- Write with clarity, precision, and correction.

## **Standards**

### **Listening: Building on others' ideas for knowledge**

The Listening Standard includes skills for 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 that are appropriate to purpose, audience, and task.

### **Speaking: Adaptable communication and partnership collaboration**

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

## **Reading: Text involvedness and the growth of comprehension**

The Reading standard places equal importance on the complexity of what students read and the skill with which they read. This standard defines a grade-by-grade level of text complexity that rises from beginning reading to the college and career readiness high school level. Whatever they are reading, students must also demonstrate a gradually growing ability to understand more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a broader range of textual evidence, and becoming more perceptive to contradictions, ambiguities, and poor reasoning in texts.

## **Writing: Text styles, responding to reading, and research**

The Writing Standard recognize the fact that some writing skills, such as the ability to plan, revise, edit, and publish, are relevant to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. This Standard stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. The significance of forms of writing: types of essays, research, and investigations, notably included in this strand states the importance of writing skills that are important to research and are infused throughout the document.

## **Language: Conventions, applicable and effective use, and vocabulary**

The Language standards include the essential “rules” of written and spoken English. The Standard is presented as a matter of skills and abilities. The vocabulary focuses on understanding words and phrases, their relationships, and the acquisition of new vocabulary, particularly general academic words and phrases.

Legend:

<b>2</b>	<b>R</b>	<b>1</b>	<b>a</b>
Grade	Standard	Indicator	Sub-Indicator

**(+)** symbol that indicates advanced level content





# **CONTENT STANDARDS, GRADE-LEVEL EXPECTATIONS AND INDICATORS**

# College and Career Readiness Expectations for Listening: Kindergarten – Sixth Grade

The K-6 standards on the following pages define what students should master and be able to do by the end of each grade. The standards consist of both College and Career Readiness (CCR) expectations and grade level indicators. The CCR expectations and grade-specific indicators are necessary complements – the former providing broad expectations, the latter providing additional specificity – that together define the skills and competencies that all students must master.

## College and Career Readiness Expectations

1. Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.

# Listening: Kindergarten – Second Grade

Kindergarten Students:	1st Grade Students:	2nd Grade Students:
<b>Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.</b>		
<p><b>K.L.1</b> Listen and interact with peers and teachers during read-alouds, social interactions, group activities, and informal oral presentations.</p> <ul style="list-style-type: none"> <li>a. Ask and answer basic instructions and routine questions appropriate to the topic.</li> <li>b. Interact in a socially appropriate manner through eye contact and gestures.</li> <li>c. Listen and respond to simple commands and 2-step instructions and directions.</li> <li>d. Offer and respond to greetings/farewells using appropriate courtesy expressions.</li> <li>e. Listen and participate in simple rhymes, songs, chants, etc.</li> <li>f. Discriminate and identify sounds in pronunciation and speech especially those that differ from their first language.</li> </ul>	<p><b>1.L.1</b> Listen and interact with peers during social interactions, read-alouds, and class, group, and partner discussions.</p> <ul style="list-style-type: none"> <li>a. Ask and answer questions appropriate to the topic and offer basic opinions in conversations using learned phrases and open responses (e.g., <i>I like...</i>).</li> <li>b. Use gestures and expressions to demonstrate engagement and understanding in a socially appropriate manner.</li> <li>c. Listen and respond to simple commands and instructions or directions with 3 or more steps.</li> <li>d. Offer and respond to greetings/farewells using appropriate courtesy expressions.</li> <li>e. Listen and participate in rhymes, songs, chants, etc.</li> <li>f. Discriminate and identify sounds in pronunciation and speech especially those that differ from their first language.</li> </ul>	<p><b>2.L.1</b> Listen and interact with peers during social interactions, read-alouds, and class, group, and partner discussions.</p> <ul style="list-style-type: none"> <li>a. Ask and answer questions appropriate to the topic and offer opinions in conversations using learned phrases and open responses.</li> <li>b. Use gestures, expressions, and simple words/phrases to demonstrate engagement and understanding in a socially appropriate manner.</li> <li>c. Listen and respond to increasingly complex instructions, commands, and directions.</li> <li>d. Offer and respond to greetings/farewells using appropriate courtesy expressions.</li> <li>e. Listen and participate in rhymes, songs, chants, etc.</li> <li>f. Discriminate and identify sounds in pronunciation and speech especially those that differ from their first language.</li> <li>g. Listen and respond to simple 5W questions.</li> </ul>

# Listening: Third Grade – Fourth Grade

## 3rd Grade Students:

**Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.**

- 3.L.1** Listen and interact with peers during social interactions, read-alouds, oral presentations, and class, group, and partner discussions.
- Ask and answer detailed questions that stimulate conversation and refer to details from the text as the basis for opinions and conclusions, and use appropriate language structure according to purpose and setting (formal and informal).
  - Use verbal and nonverbal forms and simple sentences to demonstrate engagement and understanding in a socially appropriate manner.
  - Listen and respond to increasingly complex commands and directions.
  - Offer and respond to greetings/farewells using appropriate courtesy expressions.
  - Listen and respond to 5W questions.

## 4th Grade Students:

- 4.L.1** Listen and interact with peers during social interactions, read-alouds, oral presentations, and class, group, and partner discussions.
- Listen attentively, stay focused, ask/answer detailed questions, and express appropriate reasons using personal experience and some textual evidence.
  - Interact in a socially appropriate manner through verbal and nonverbal communication.
  - Listen, give, and respond to complex instructions and directions.
  - Listen and respond during read-alouds to a variety of narrative and informational texts.
  - React or answer the 5W questions in formal and informal discussions using a physical or verbal response.

## Listening: Fifth Grade – Sixth Grade

### 5th Grade Students:

### 6th Grade Students:

**Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.**

- 5.L.1** Listen and interact with peers during group participation and oral presentations.
- Listen attentively, stay focused, ask/answer detailed questions, and express appropriate reasons about personal experience and text using complete sentences and correct grammar to express opinions or to clarify positions.
  - Interact in a socially appropriate manner.
  - Listen, memorize, and respond to complex instructions, expressing self using complete sentences.
  - Listen and respond during read-alouds to a variety of narrative and informational texts to comprehend and identify main idea (nonfiction), character, and setting (fiction).

- 6.L.1** Listen and interact with peers during group participation and oral presentations.
- Listen attentively, stay focused, ask/answer detailed closed and open-ended questions, express appropriate reasons, and begin to express opinions or to clarify positions using complete sentences and correct grammar.
  - Interact in a socially appropriate manner.
  - Listen, memorize, and respond to complex instructions, expressing self using complete sentences.
  - Listen and respond during read-alouds to a variety of narrative and informational texts to comprehend and identify main idea, character, and setting.

## College and Career Readiness Expectations for Speaking: Kindergarten – Sixth Grade

The K-6 standards on the following pages define what students should master and be able to do by the end of each grade. The standards consist of both College and Career Readiness (CCR) expectations and grade level indicators. The CCR expectations and grade-specific indicators are necessary complements – the former providing broad expectations, the latter providing additional specificity – that together define the skills and competencies that all students must master.

### College and Career Readiness Expectations

1. Engage in discussions on a variety of social, academic, college, and career topics in diverse contexts with different audiences.
2. Evaluate information and determine appropriate responses to answer questions effectively.
3. Interact in social, academic, college, and career conversations using accurate and appropriate language.
4. Provide, justify, and defend opinions or positions in speech.
5. Choose appropriate language according to the task, context, purpose, and audience.
6. Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.



# Speaking: Kindergarten – Second Grade

Kindergarten Students:	1st Grade Students:	2nd Grade Students:
<b>Engage in discussions on a variety of social, academic, college, and career topics in diverse contexts and with different audiences.</b>		
<p><b>K.S.1</b> Engage in conversations and relate personal experience or story information by asking and answering simple <i>yes-no</i> and <i>wh</i>-questions using gestures, words, and simple phrases.</p>	<p><b>1.S.1</b> Participate in class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions about personal experience and stories with more elaborated responses, transitioning from one- or two-word responses to phrases and simple sentences.</p>	<p><b>2.S.1</b> Participate in class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions with confidence about personal experience and texts using complete sentences.</p>
<b>Evaluate information and determine appropriate responses to answer questions effectively.</b>		
<p><b>K.S.2</b> Use common gestures, single words, and simple phrases when interacting with others, retelling texts and recounting experiences.</p> <ol style="list-style-type: none"> <li>Use common courtesy words and offer verbal and nonverbal forms of greetings and phrases when interacting with others.</li> <li>Repeat and respond to chants, poems, songs, and rhymes using phrases, physical movement, etc.</li> </ol>	<p><b>1.S.2</b> Exchange common social greetings, retell texts, and recount experiences, using complete sentences.</p> <ol style="list-style-type: none"> <li>Offer greetings, farewells, and introductions using appropriate courtesy expressions and respond accordingly.</li> <li>Use words, phrases, and short sentences to express ideas for a variety of purposes (e.g., to communicate needs and desires, express feelings).</li> <li>Expand sentences to provide some details (e.g., Who? What? When?) about a familiar or new activity or process.</li> </ol>	<p><b>2.S.2</b> Exchange common social and more formal greetings, retell texts, and recount experiences, using increasingly detailed complete sentences.</p> <ol style="list-style-type: none"> <li>Offer forms of greetings, farewells, and introductions using the appropriate courtesy expressions and respond accordingly.</li> <li>Use words, phrases, and expanded sentences to express ideas for a variety of purposes (e.g., communicate needs and desires).</li> <li>Expand sentences to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and sometimes independently.</li> </ol>

Kindergarten Students:	1st Grade Students:	2nd Grade Students:
<b>Interact in social, academic, college, and career conversations using accurate and appropriate language.</b>		
<p><b>K.S.3</b> React to conversations, text, and oral presentations orally and using physical actions and other means of nonverbal communication to show comprehension (e.g., to express feelings, opinions, etc.).</p>	<p><b>1.S.3</b> Respond to conversations, read-alouds, text, and oral presentations orally using a growing number of general academic and content-specific words and relying less on physical actions or other means of nonverbal communication.</p>	<p><b>2.S.3</b> Retell conversations and fictional and informational texts; and respond to stories, read-alouds, and presentations orally using a growing number of general academic and content-specific words.</p>
<b>Provide, justify, and defend opinions or positions in speech.</b>		
<p><b>K.S.4</b> Offer opinions about a topic or text using simple single word or short phrase answers with respect and tolerance.</p> <p>a. Produce simple statements or beliefs using sentence starters or language models.</p>	<p><b>1.S.4</b> Express opinions, using an expanded set of learned phrases as well recalling some textual evidence or relevant background knowledge.</p> <p>a. Tell and elaborate on statements, opinions, or arguments using language models or sentence starters.</p>	<p><b>2.S.4</b> Offer and support opinions by providing good reasons and increasingly detailed examples from experience and text.</p> <p>a. Tell and elaborate on statements, opinions, or arguments with increasing independence.</p>
<b>Choose appropriate language according to the task, context, purpose, and audience.</b>		
<p><b>K.S.5</b> Describe personal experiences and familiar topics, using vocabulary and details appropriate to the situation and filling in gaps in oral English with first language.</p>	<p><b>1.S.5</b> Describe personal experiences, using some new vocabulary and details about familiar topics, appropriate to the situation.</p>	<p><b>2.S.5</b> Describe personal experiences, using extended vocabulary, a growing number of nouns, noun phrases, adjectives, and verbs, to provide details appropriate to the situation and with some reliance still on first language to fill in gaps in oral English.</p>
<b>Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.</b>		
<p><b>K.S.6</b> Plan and deliver brief oral presentations on a variety of familiar topics.</p> <p>a. Retell simple events in a proper sequence, and describe familiar activities, topics, or objects in group sharing activities using gestures, key vocabulary, and simple phrases.</p> <p>b. Recite, memorize, or present</p>	<p><b>1.S.6</b> Plan and deliver brief oral presentations on a variety of familiar topics.</p> <p>a. Retell texts and recount personal or familiar experiences, and describe activities, topics, or objects, using some newly acquired vocabulary and details appropriate to the situation.</p> <p>b. Recite, memorize, or present</p>	<p><b>2.S.6</b> Plan and deliver brief oral presentations on a variety of topics.</p> <p>a. Retell texts and recount experiences using complete sentences, key words, and a growing number of general academic and domain-specific words in order to add detail while speaking.</p> <p>b. Recite, memorize, or present</p>

**Kindergarten Students:**

simple rhymes, poems, or songs.

**1st Grade Students:**

rhymes, poems, or songs.

**2nd Grade Students:**

more complex rhymes, poems, or songs.

# Speaking: Third Grade – Fourth Grade

## 3rd Grade Students:

## 4th Grade Students:

### Engage in discussions on a variety of social, academic, college, and career topics in diverse contexts and with different audiences.

**3.S.1** Interact in class, group, and partner discussions by following rules, asking and answering questions, and adding relevant information.

**4.S.1** Contribute to class, group, and partner discussions by following rules, asking and answering questions, and adding relevant information.

### Evaluate information and determine appropriate responses to answer questions effectively.

**3.S.2** Use and apply common social greetings, retell texts, and recount experiences, using increasingly detailed complete sentences.

- Exchange verbal and nonverbal forms of greetings, farewells, and introductions using the appropriate courtesy expressions and respond accordingly.
- Use correct grammar in expanded simple sentences to express ideas for a variety of purposes, to respond to simple instructions, and to answer and formulate questions.
- Expand sentences to provide details (e.g., *They worked quietly; They ran across the soccer field.*) in shared language activities.

**4.S.2** Demonstrate formal greetings, retell texts, and recount experiences, using increasingly detailed complete sentences.

- Interact in verbal and nonverbal forms of greetings, farewells, and introductions using the appropriate courtesy expressions and respond accordingly.
- Use correct grammar in expanded simple sentences to express ideas for a variety of purposes, to respond to instructions, and to answer and formulate questions in formal and informal discussions.
- Expand sentences to provide details in shared language activities.

### Interact in social, academic, college, and career conversations using accurate and appropriate language.

**3.S.3** Retell fictional and informational texts; respond to stories, conversations, read-alouds, and presentations; and recount experiences using increasingly complex complete sentences and key words in order to add detail while speaking using expanded vocabulary and descriptive words.

**4.S.3** Tell, retell, and explain fictional and informational texts and experiences using a growing number of general academic and content-specific words, synonyms, and antonyms to create precision and differences in meaning.

### Provide, justify, and defend opinions or positions in speech.

**3.S.4** Offer and reinforce ideas and opinions by providing good reasoning and increasingly detailed text evidence and/or relevant background knowledge about the subject matter.

**4.S.4** Negotiate with or persuade others in conversations using an expanded set of learned phrases as well as open responses.

### Choose appropriate language according to the task, context, purpose, and audience.

**3.S.5** Describe personal experiences or ideas from a fictional or informational text, choosing appropriate language according to purpose, context, and audience and using grade appropriate grammar. (With support in the first language as necessary.)

**4.S.5** Describe personal experiences and academic concepts, adjusting language choices according to purpose, context, and audience using grade appropriate grammar. (With decreasing support in the first language as necessary.)

**3rd Grade Students:****4th Grade Students:**

**Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.**

- 3.S.6** Plan and deliver brief oral presentations on a variety of topics and content areas.
- a. Retell and summarize familiar stories or short informational texts and recount experiences using complete sentences, key words, and a growing number of academic and content-specific words in order to add important details or the main idea.

- 4.S.6** Plan and deliver oral presentations on a variety of topics and content areas.
- a. Retell, explain, and summarize texts and recount experiences using complete sentences, key words, and a growing number of general academic and content-specific words in order to communicate with increasing precision.
  - b. Retell a story, explain a science process, report on a current event, analyze a poem, or recount a memorable experience.

# Speaking: Fifth Grade – Sixth Grade

## 5th Grade Students:

## 6th Grade Students:

### Contribute to discussions on a variety of social, academic, college, and career topics in diverse contexts and with different audiences.

**5.S.1** Contribute to class, group, and partner discussions by following rules, asking and answering questions, and adding relevant information.

**6.S.1** Contribute to class, group, and partner discussions by following turn-taking, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.

### Evaluate information and determine appropriate responses to answer questions effectively.

**5.S.2** Respond orally to closed and open-ended questions.

- Listen, analyze, and respond to complex instructions.
- Express self using correct simple and compound sentences.
- Answer and formulate both closed and open-ended questions in both formal and informal discussions.
- Expand and enrich sentences to provide details about a familiar or new activity, process, or academic concept.

**6.S.2** Respond orally to closed and open-ended questions.

- Listen, analyze, and respond to complex instructions.
- Express self using correct, simple, compound, and complex sentences.
- Answer and formulate both closed and open-ended questions in both formal and informal discussions.
- Expand and enrich sentences to provide details about a familiar or new activity, process, or academic concept.

### Contribute to social, academic, college, and career conversations using accurate and appropriate language.

**5.S.3** Use appropriate vocabulary, including homonyms and grammatically correct language to discuss experiences and texts.

**6.S.3** Use appropriate vocabulary, including homonyms, homographs, and grammatically correct language to discuss experiences and texts with precision and detail.

### Provide, justify, and defend opinions or positions in speech.

**5.S.4** Negotiate with or persuade others in conversations using grade-appropriate vocabulary as well as open responses to provide counter-arguments.

**6.S.4** Negotiate with or persuade others in conversations using grade-appropriate vocabulary, as well as open responses, to provide and support counter-arguments.

### Adjust language choices according to the task, context, purpose, and audience.

**5.S.5** Describe and explain experiences, ideas, and concepts using appropriate grammar and vocabulary.

**6.S.5** Describe and explain experiences, ideas, and concepts using appropriate grammar and vocabulary, adjusting language choices according to purpose, task and audience.

### Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.

**5.S.6** Plan and deliver oral presentations on a variety of topics and content areas.

- Retell texts and recount experiences using complete sentences, key words, and a growing number of general academic and content-specific words in order to communicate with increasing precision.
- Explain a report on a current event or recount a memorable experience with increasing sophistication.

**6.S.6** Plan and deliver oral presentations on a variety of topics and content areas, using details and evidence to support ideas.

- Retell texts and recount experiences using complete sentences, key words, and a growing number of general academic and content-specific words in order to communicate with increasing precision.
- Analyze a poem or work of art and compare two or more current events.

## College and Career Readiness Expectations for Reading: Kindergarten – Sixth Grade

The K-6 standards on the following pages define what students should master and be able to do by the end of each grade. The standards consist of both College and Career Readiness (CCR) expectations and grade level indicators. The CCR expectations and grade-specific indicators are necessary complements – the former providing broad expectations, the latter providing additional specificity – that together define the skills and competencies that all students must master. Reading Foundational Skills are included as a subset of the K-6 standards for Reading. The foundational skills do not correspond to CCR expectations and are only contained within the K-6 grade band.

A series of Foundational Skills have been included at the end of the Reading and Writing sections. While these are important skills for students to learn, they do not correspond to College and Career Readiness expectations. Although these standards have been placed at the bottom of Reading and Writing for structural reasons, this does not imply that these standards should be taught in any specific order.

### College and Career Readiness Expectations

1. Read critically to make logical inferences, and cite specific textual evidence to support conclusions drawn from the text.
2. Determine main ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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 or purpose shapes the content and style of a text.
7. Integrate and evaluate content presented in diverse media and formats.
8. Delineate and evaluate an author’s argument through evidence specified in a text.
9. Compare and contrast two or more authors’ presentations of similar themes or topics.
10. Read and comprehend complex literary and informational texts independently and proficiently.

### Foundational Skills (No CCR expectations)

11. Phonemic Awareness
12. Phonics
13. Print Features and Text Organization



## Reading: Kindergarten – Second Grade

Kindergarten Students:	1st Grade Students:	2nd Grade Students:
<b>Read critically to make logical inferences, and cite specific textual evidence to support conclusions drawn from the text.</b>		
<p><b>K.R.1</b> Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a variety of read-aloud texts and viewing of multimedia with substantial support.</p>	<p><b>1.R.1</b> Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in key details based on understanding of a variety of grade-level and read-aloud texts and viewing of multimedia with moderate support.</p>	<p><b>2.R.1</b> Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using greater detail based on understanding of a variety of grade-level and read-aloud texts and viewing of multimedia with light support.</p>
<b>Determine main ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>		
<p><b>K.R.2</b> L. Identify key details in a story read aloud. I. Identify key details of an informational text read aloud.</p>	<p><b>1.R.2</b> L. Retell familiar stories, including key details. I. Identify the main topic and key details of an informational text that is read aloud.</p>	<p><b>2.R.2</b> L. Retell stories, including key details, and identify main idea or lesson. I. Identify the main topic and key details of an informational text.</p>
<b>Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</b>		
<p><b>K.R.3</b> L. Identify characters, settings, and major events in a story that is read aloud. I. Identify individuals, events, ideas, or pieces of information in an informational text.</p>	<p><b>1.R.3</b> L. Describe characters, settings, and major events in a story, using key details. I. Describe individuals, events, ideas, or pieces of information in an informational text.</p>	<p><b>2.R.3</b> L. Describe how characters in a story respond to major events and challenges. I. Describe the connection between two individuals, events, ideas, or pieces of information in an informational text.</p>
<b>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>		
<p><b>K.R.4</b> L. Ask and answer questions about unknown words in a literary text and use illustrations to determine the meaning of unknown words. I. Ask and answer questions about unknown words in an informational text and use illustrations to determine the meaning of unknown words.</p>	<p><b>1.R.4</b> L. Ask and answer questions about unknown words in a literary text, and use illustrations to determine the meaning of unknown words. I. Ask and answer questions about unknown words in an informational text, and use illustrations to determine the meaning of unknown words.</p>	<p><b>2.R.4</b> L. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. I. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>

Kindergarten Students:	1st Grade Students:	2nd Grade Students:
<b>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.</b>		
<p><b>K.R.5</b> Recognize common types of texts (e.g., storybooks, poems) and identify the front cover, back cover, and title page of a book.</p>	<p><b>1.R.5</b> Recognize common types of texts, identify the front cover, back cover, and title page of a book, and story organization (beginning, middle, and end).</p>	<p><b>2.R.5</b> Describe the major differences between literary and informational texts.</p>
<b>Assess how point of view or purpose shapes the content and style of a text.</b>		
<p><b>K.R.6</b> L. Name the author and illustrator of a story and define the role of each in telling the story. I. Name the author and illustrator of an informational text and define the role of each in presenting the ideas or information.</p>	<p><b>1.R.6</b> L. Identify who is telling the story (narrator, author, character). I. Distinguish between information provided by pictures or other illustrations in a text.</p>	<p><b>2.R.6</b> L. Identify who is telling the story at various points in a text. I. Distinguish between information provided by pictures or other illustrations in a text.</p>
<b>Integrate and evaluate content presented in diverse media and formats.</b>		
<p><b>K.R.7</b> Use illustrations (picture cues) to identify story details and categorize similarities and differences between characters and details within nursery rhymes and folk tales.</p>	<p><b>1.R.7</b> Use illustrations (picture cues) to identify story details and categorize similarities and differences between characters and details within nursery rhymes, folk tales, and other texts.</p>	<p><b>2.R.7</b> Use illustrations and details in a text to describe its characters, setting, events, or key ideas.</p>
<b>Delineate and evaluate an author’s argument through evidence specified in a text.</b>		
(Begins in grade 3.)	(Begins in grade 3.)	(Begins in grade 3.)
<b>Compare and contrast two or more authors’ presentations of similar themes or topics.</b>		
<p><b>K.R.9</b> L. Identify the adventures and experiences of characters in familiar stories. I. Identify basic similarities in and differences between two informational texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p><b>1.R.9</b> L. Identify the adventures and experiences of characters in familiar stories. I. Identify basic similarities in and differences between two informational texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p><b>2.R.9</b> L. Compare and contrast the adventures and experiences of characters in familiar stories. I. Identify basic similarities in and differences between two informational texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>

Kindergarten Students:	1st Grade Students:	2nd Grade Students:
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<b>Read and comprehend complex literary and informational texts independently and proficiently.</b>		
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| <p><b>K.R.10</b> Actively engage in group read-alouds of nursery rhymes, folk tales, and developmentally-appropriate poetry with purpose and understanding.</p> | <p><b>1.R.10</b> Read nursery rhymes, folk tales, and other texts of appropriate complexity.</p> | <p><b>2.R.10</b> Read and comprehend folk tales and mystery/science fiction/fantasy stories of appropriate complexity.</p> |
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<b>Foundational Skill: Phonemic Awareness and Phonics</b>		
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| <p><b>K.R.FS.11</b> Recognize sounds (phonemes), syllables, and spoken words.</p> <ul style="list-style-type: none"> <li>a. Recognize, generate, and produce rhyming words, including nonsense words.</li> <li>b. Identify syllables through actions (e.g., clapping).</li> <li>c. Manipulate sounds and words in shared, guided, and independent activities, such as singing songs or chants or participating in finger plays.</li> </ul> | <p><b>1.R.FS.11</b> Recognize sounds (phonemes), syllables, and spoken words.</p> <ul style="list-style-type: none"> <li>a. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>b. Blend and segment onsets (beginning sounds) and rhymes (combination of consonants and vowels that when used together make the same sound) of single-syllable spoken words.</li> <li>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>d. Distinguish long from short vowel sounds in spoken single-syllable words.</li> </ul> | <p><b>2.R.FS.11</b> Recognize sounds (phonemes), syllables, and spoken words.</p> <ul style="list-style-type: none"> <li>a. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> <li>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>c. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> <li>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</li> </ul> |
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<b>Foundational Skill: Phonics</b>		
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| <p><b>K.R.FS.12</b> Know and apply phonics and word analysis skills to decode words.</p> <ul style="list-style-type: none"> <li>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound and consonant sounds.</li> </ul> | <p><b>1.R.FS.12</b> Know and apply phonics and word analysis skills to decode words.</p> <ul style="list-style-type: none"> <li>a. Decode regularly spelled one-syllable words.</li> <li>b. Associate the long and short sounds with the common spellings (graphemes) for the</li> </ul> | <p><b>2.R.FS.12</b> Know and apply phonics and word analysis skills to decode words.</p> <ul style="list-style-type: none"> <li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>b. Decode regularly spelled two-syllable words with long vowels.</li> </ul> |
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**Kindergarten Students:**

- b. Identify vowels and consonants; associate the sounds.

**1st Grade Students:**

- five major vowels.
- c. Know final -e as rule for representing long vowel sounds.

**2nd Grade Students:**

- c. Decode words with common prefixes and suffixes.

**Foundational Skill: Print Features and Text Organization**

- K.R.FS.13** Recognize 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. Recognize and name all upper- and lowercase letters of the alphabet.

- 1.R.FS.13** Recognize the organization and basic text features.
- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

- 2.R.FS.13** Apply the distinguishing features of a sentence when reading (e.g., first word, capitalization, ending punctuation).

## Reading: Third Grade – Fourth Grade

### 3rd Grade Students:

### 4th Grade Students:

**Read critically to make logical inferences, and cite specific textual evidence to support conclusions drawn from the text.**

**3.R.1** Use in-depth critical reading of a variety of relevant texts to describe ideas, phenomena, cultural identity and literary elements in the texts, asking and answering such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.

**4.R.1** Use in-depth critical reading of a variety of relevant texts to describe ideas, events, cultural identity, genre, and literary elements, asking and answering questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Recognize fact vs. opinion and fiction vs. nonfiction) as well as facts/supporting details from the texts.

**Determine main ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

**3.R.2** L. Recount stories, including fables and folktales from diverse cultures, and determine main idea, lesson, or moral.  
I. Identify the main topic of a multi-paragraph informational text as well as the focus of specific paragraphs within the text.

**4.R.2** L. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  
I. Determine the main idea of an informational text; recount the key details and explain how they support the main idea.

**Analyze how and why individuals, events, or ideas develop and interact over the course of a text.**

**3.R.3** L. Describe how characters in a story respond to major events and challenges.  
I. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text.

**4.R.3** L. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  
I. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text, using language that pertains to time, sequence, and cause/effect.

**Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

**3.R.4** L. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  
I. Determine the meaning of words and phrases in an informational text.

**4.R.4** L. Determine the meaning of words and phrases as they are used in a literary text, distinguishing literal from nonliteral language.  
I. Determine the meaning of general academic and content-specific words and phrases in an informational text.

**3rd Grade Students:****4th Grade Students:**

**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.**

- 3.R.5** L. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a literary text including describing how the beginning introduces the story and the ending concludes the action.
- I. Use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in an informational text efficiently.

- 4.R.5** L. Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- I. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently in informational texts.

**Assess how point of view or purpose shapes the content and style of a text.**

- 3.R.6** L. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- I. Identify the main purpose of an informational text, including what the author wants to answer, explain, or describe.

- 4.R.6** L. Distinguish their own point of view from the author, narrator, or the characters in a literary text.
- I. Distinguish their own point of view from that of the author of an informational text.

**Integrate and evaluate content presented in diverse media and formats.**

- 3.R.7** L. Use information gained from the illustrations and words in a print or digital literary text to demonstrate understanding of its characters, setting, or plot.
- I. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify an informational text.

- 4.R.7** L. Explain how specific aspects of a literary text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- I. Use information gained from illustrations (e.g., maps, photographs) and the words in an informational text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**Delineate and evaluate an author's argument through evidence specified in a text.**

- 3.R.8** Describe how reasons support specific points the author makes in a text including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.

- 4.R.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.

**Compare and contrast two or more authors' presentations of similar themes or topics.**

- 3.R.9** L. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors, from different cultures, or from different time periods.
- I. Compare and contrast the most important points

- 4.R.9** L. 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).
- I. Compare and contrast the most important points and key

**3rd Grade Students:**

presented by two informational texts on the same topic.

**4th Grade Students:**

details presented in two informational texts on the same topic.

**Read and comprehend complex literary and informational texts independently and proficiently.**

**3.R.10** Read and comprehend narratives and stories, biographies, autobiographies, realistic fiction, and other types of passages of appropriate complexity.

**4.R.10** Read and comprehend historical fiction, timelines, poetry, and other passage types of appropriate complexity.

**Foundational Skill: Phonemic Awareness**

- 3.R.FS.11** Identify sounds (phonemes), syllables, and words.
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
  - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - Segment spoken single-syllable and multi-syllable words into their complete sequence of individual sounds (phonemes).
  - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

(Attended when necessary.)

**Foundational Skill: Print Features and Text Organization**

- 3.R.FS.12** Know and apply phonics and word analysis skills to decode words.
- Identify and know the meaning of the most common prefixes and suffixes.
  - Decode multi-syllable words.
  - Read increasing number of irregularly spelled words fluently.
  - Know and apply the spelling-sound correspondences for common consonant digraphs.

- 4.R.FS.12** Know and apply phonics and word analysis skills to decode words.
- Apply combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words fluently.

**Foundational Skill: Print Features and Text Organization**

- 3.R.FS.13** Apply the distinguishing features of a sentence when reading (e.g., first word, capitalization, ending punctuation).

(Attended when necessary)



## Reading: Fifth Grade – Sixth Grade

### 5th Grade Students:

### 6th Grade Students:

#### Read critically to make logical inferences, and cite specific textual evidence to support conclusions drawn from the text.

**5.R.1** Use in-depth critical reading of a variety of relevant texts, genres, and viewing of multimedia (when accessible) to describe, explain, and evaluate ideas, phenomena, processes, cultural identity, and relationships, referring to details in a text when explaining what the text says explicitly and when drawing inferences from the text. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.

**6.R.1** Use in-depth critical reading of a variety of relevant texts, genres, and viewing of multimedia (when accessible) to explain and evaluate main ideas, phenomena, processes, cultural identity and relationships and to express inferences and conclusions, quoting accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.

#### Determine main ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**5.R.2**

- L. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- I. Determine the main idea of an informational text and explain how it is supported by key details; summarize the text.

**6.R.2**

- L. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- I. Determine main idea(s) of an informational text and explain how they are supported by key details; summarize the text.

#### Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**5.R.3**

- L. 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).
- I. 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.

**6.R.3**

- L. Compare and contrast characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- I. 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.

#### Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**5.R.4**

- L. Determine the meaning of words and phrases as they are used in a literary text, including those that allude to significant characters found in mythology (e.g., Herculean).
- I. Determine the meaning of general academic and content-specific words or phrases in an informational text relevant to a developmentally appropriate topic or subject area.

**6.R.4**

- L. Determine the meaning of words and phrases as they are used in a literary text, including figurative language.
- I. Determine the meaning of academic and content-specific words and phrases in an informational text.

**5th Grade Students:****6th Grade Students:**

**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.**

- 5.R.5** L. 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 literary text.
- I. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in an informational text or part of a text.

- 6.R.5** L. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- I. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more informational texts

**Assess how point of view or purpose shapes the content and style of a text.**

- 5.R.6** L. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- I. Compare and contrast the same event or topic in informational texts; describe the differences in focus and the information provided.

- 6.R.6** L. Describe how a narrator's or speaker's point of view influences how events are described in a literary text.
- I. Analyze the same event or topic from different informational text sources, noting similarities and differences in the point of view they represent.

**Integrate and evaluate content presented in diverse media and formats.**

- 5.R.7** L. 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.
- I. 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 informational text in which it appears.

- 6.R.7** L. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a literary text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- I. Distinguish information from a variety of informational texts (e.g., books, magazines, newspapers, and websites) using the most valuable informational source to locate an answer, cite a source, or solve a problem.

**Delineate and evaluate an author's argument through evidence specified in a text.**

- 5.R.8** Explain how an author uses reasons and evidence to support particular points in a text including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.

- 6.R.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s) including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.

**5th Grade Students:****6th Grade Students:****Compare and contrast two or more authors' presentations of similar themes or topics.**

- 5.R.9** L. 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.
- I. Integrate information from two informational texts on the same topic in order to write or speak about the subject knowledgeably.

- 6.R.9** L. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- I. Integrate information from several informational texts on the same topic in order to write or speak about the subject knowledgeably.

**Read and comprehend complex literary and informational texts independently and proficiently.**

- 5.R.10** Read and comprehend literature from Puerto Rico and other cultures, including stories, dramas, and poetry, and informational texts (e.g., history/social studies, science, and technical texts) of appropriate complexity.

- 6.R.10** Read and comprehend literature from Puerto Rico and other cultures, including stories, dramas, and poetry, and informational texts (e.g., history/social studies, science, and technical texts) of appropriate complexity.

**Foundational Skill: Phonemic Awareness**

(Attended when necessary.)

(Attended when necessary.)

**Foundational Skill: Print Features and Text Organization**

- 5.R.FS.12** Know and apply phonics and word analysis skills to decode words.
- a. Apply 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.

(Attended when necessary.)

**Foundational Skill: Print Features and Text Organization**

(Attended when necessary.)

(Attended when necessary.)

# College and Career Readiness Expectations for Writing: Kindergarten – Sixth Grade

The K-6 standards on the following pages define what students should master and be able to do by the end of each grade. The standards consist of both College and Career Readiness (CCR) expectations and grade level indicators. The CCR expectations and grade-specific indicators are necessary complements – the former providing broad expectations, the latter providing additional specificity – that together define the skills and competencies that all students must master. Writing Foundational Skills are included as a subset of the K-6 standards for Writing. The foundational skills do not correspond to CCR expectations and are only contained within the K-6 grade band.

A series of Foundational Skills have been included at the end of the Reading and Writing sections. While these are important skills for students to learn, they do not correspond to College and Career Readiness expectations. Although these standards have been placed at the bottom of Reading and Writing for structural reasons, this does not imply that these standards should be taught in any specific order.

## College and Career Readiness Expectations

1. Write arguments to support point of view using valid reasoning and sufficient evidence.
2. Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.
3. Write literary texts to develop real or imagined experiences or events using effective technique, details, and structure.
4. Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, or publishing).
5. Use technology, including the Internet, to interact and collaborate with others and produce and publish writing.
6. Conduct research projects of varying lengths based on focused questions to demonstrate understanding of the subject.
7. Draw evidence from literary or informational texts to support analysis, reflection, and research.
8. Write routinely over short and extended time frames for a variety of tasks, purposes, and audiences.

## Foundational Skills (No CCR expectations)

9. Print Features and Text Organization
10. Phonics

## Writing: Kindergarten – Second Grade

Kindergarten Students:	1st Grade Students:	2nd Grade Students:
<b>Write arguments to support point of view using valid reasoning and sufficient evidence.</b>		
<b>K.W.1</b> Use a combination of drawing and labeling to express preferences and opinions (e.g., My favorite book is...).	<b>1.W.1</b> Write simple sentences and use illustrations to express opinions and feelings or describe a picture, person, or object.	<b>2.W.1</b> Write to express feelings, familiar topics, experiences, and describe a picture; use grade-level appropriate high frequency words (e.g., Dolch list) to write simple sentences.
<b>Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.</b>		
<b>K.W.2</b> Use a combination of drawing and labeling to compose short informational texts to name what they are writing about and supply some information about the topic.	<b>1.W.2</b> Use a combination of copying, drawing and writing to compose short informational texts collaboratively with a teacher, with peers, and with increasing independence.	<b>2.W.2</b> Work independently and collaborate with peers to draw and write informational texts; use grade-level appropriate high frequency words (e.g., Dolch list) to write simple sentences.
<b>Write literary texts to develop real or imagined experiences or events using effective technique, details, and structure.</b>		
<b>K.W.3</b> Use a combination of drawing and labeling to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<b>1.W.3</b> Use a combination of copying, drawing and writing to compose short literary texts collaboratively with a teacher, with peers, and with increasing independence.	<b>2.W.3</b> Collaborate with peers to draw and write literary texts; use grade-level appropriate high frequency words (e.g., Dolch list) to write simple sentences.
<b>Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, or publishing).</b>		
<b>K.W.4</b> Brainstorm ideas for writing by drawing illustrations.	<b>1.W.4</b> Brainstorm ideas for writing by drawing and labeling detailed illustrations.	<b>2.W.4</b> Respond to questions and suggestions from peers and add details to strengthen writing as needed.
<b>Use technology, including the Internet, to interact and collaborate with others and produce and publish writing.</b>		
<b>K.W.5</b> Explore a variety of digital tools through teacher-led writing activities.	<b>1.W.5</b> Explore a variety of digital tools through teacher-led writing activities.	<b>2.W.5</b> Explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
<b>Conduct research projects of varying lengths based on focused questions to demonstrate understanding of the subject.</b>		
(Begins in grade 1.)	<b>1.W.6</b> Participate in shared research and writing projects (e.g., ABC books).	<b>2.W.6</b> Participate in shared research and writing projects.

Kindergarten Students:	1st Grade Students:	2nd Grade Students:
<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>		
<p><b>K.W.7</b> Remember information about experiences or gather information from various sources (e.g., word wall, book talks, weather charts, routine tasks) to answer a question.</p>	<p><b>1.W.7</b> Remember information about experiences or gather information from a variety of sources (e.g., word wall, book talks, weather charts, routine tasks) to answer a question.</p>	<p><b>2.W.7</b> Remember information about experiences or gather information from a variety of sources (e.g., word wall, book talks, grade-appropriate texts) to answer a question in writing.</p>
<b>Write routinely over short and extended time frames for a variety of tasks, purposes, and audiences.</b>		
(Begins in grade 3.)	(Begins in grade 3.)	(Begins in grade 3.)
<b>Foundational Skill: Print Features and Text Organization</b>		
<p><b>K.W.FS.9</b> Recognize the organization and basic features of print.</p> <p>a. Understand that words are separated by spaces in print.</p>	<p><b>1.W.FS.9</b> Recognize organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p><b>2.W.FS.9</b> Apply the distinguishing features of a sentence when writing (e.g., first word, capitalization, ending punctuation).</p>
<b>Foundational Skill: Phonics</b>		
<p><b>K.W.FS.10</b> Know and apply phonics and word analysis skills to decode words.</p> <p>a. Write the letters that represent first name.</p> <p>b. Attempt to write letters using print techniques.</p>	<p><b>1.W.FS.10</b> Know and apply phonics and word analysis skills to decode words. Print from dictation all upper- and lowercase letters.</p>	(Attended when necessary.)

# Writing: Third Grade – Fourth Grade

## 3rd Grade Students:

## 4th Grade Students:

### Write arguments to support point of view using valid reasoning and sufficient evidence.

**3.W.1** Offer and support ideas, feelings, and opinions on familiar topics, experiences, or appropriate-level texts, providing text evidence or adding relevant background knowledge about the subject matter.

**4.W.1** Offer and support ideas, attitudes, and opinions, providing concise reasoning about an event, experience or reading using text evidence or adding relevant background knowledge about the subject matter.

a. Balance statements with modal verbal expressions that show mood or uncertainty (e.g., *can, could, would, should, will, etc.*).

### Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.

**3.W.2** Write informational texts (e.g., “how-to” book, simple report) with increasing independence, and organize key ideas and details in a clear sequence.

**4.W.2** Write formal and informal letters with correct form and accurate punctuation, including greetings and body.

### Write literary texts to develop real or imagined experiences or events using effective technique, details, and structure.

**3.W.3** Write literary texts with increasing independence using appropriate text organization and using transitional words and other cohesive devices to better organize writing.

**4.W.3** Write to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences and using transitional words and other cohesive devices to better organize writing.

### Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, or publishing).

**3.W.4** Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**4.W.4** Focus on a topic and strengthen writing as needed by revising and editing.

### Use technology, including the Internet, to interact and collaborate with others and produce and publish writing.

**3.W.5** Use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**4.W.5** Use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### Conduct research projects of varying lengths based on focused questions to demonstrate understanding of the subject.

**3.W.6** Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

**4.W.6** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

3rd Grade Students:	4th Grade Students:
<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>	
<p><b>3.W.7</b> Students remember information about experiences or gather information from print and digital sources (e.g., word wall, book talks, grade-appropriate texts) to answer a question in writing.</p>	<p><b>4.W.7</b> Identify details from literary and informational texts to support understanding and reflection.</p>
<b>Write routinely over short and extended time frames for a variety of tasks, purposes, and audiences.</b>	
<p><b>3.W.8</b> Write routinely over short time frames (a single sitting or a day or two) for a variety of discipline-specific tasks, purposes, and audiences.</p>	<p><b>4.W.8</b> 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 variety of discipline-specific tasks, purposes, and audiences.</p>
<b>Foundational Skill: Print Features and Text Organization</b>	
<p><b>3.W.FS.9</b> Apply the distinguishing features of a sentence when writing (e.g., first word, capitalization, ending punctuation).</p>	<p>(Attended when necessary)</p>
<b>Foundational Skill: Phonics</b>	
<p>(Attended when necessary)</p>	<p>(Attended when necessary)</p>



## Writing: Fifth Grade – Sixth Grade

### 5th Grade Students:

### 6th Grade Students:

#### Write arguments to support point of view using valid reasoning and sufficient evidence.

**5.W.1** Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence or relevant background knowledge about content.

**6.W.1** Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence or relevant background knowledge about content. Justify opinions or persuade others by providing relevant textual evidence or background knowledge.

#### Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.

**5.W.2** Write longer informational texts to examine a topic and convey ideas collaboratively and with increasing independence using appropriate text organization.

**6.W.2** Write longer informational texts to examine a topic and convey ideas with increasing independence using appropriate text organization, grammar structure and spelling.

#### Write literary texts to develop real or imagined experiences or events using effective technique, details, and structure.

**5.W.3** Write descriptive paragraphs to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences, and using transitional words and other cohesive devices to better organize writing.

**6.W.3** Write descriptive and narrative paragraphs to develop real or imagined experiences or events using effective technique, details, structure, and using transitional words and other cohesive devices to better organize writing.

#### Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, or publishing).

**5.W.4** Develop and strengthen writing as needed by planning, revising, editing and applying appropriate sentence structure and word order.

**6.W.4** Develop and strengthen writing as needed by planning, revising, editing and applying appropriate sentence structure and word order.

#### Use technology, including the Internet, to interact and collaborate with others and produce and publish writing.

**5.W.5** Use technology to produce and publish writing as well as to interact and collaborate with others.

**6.W.5** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

#### Conduct research projects of varying lengths based on focused questions to demonstrate understanding of the subject.

**5.W.6** With increasing independence, conduct short research projects that build knowledge about a topic.

**6.W.6** With increasing independence, conduct short research projects that build knowledge through investigation of different aspects of a topic.

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

**5.W.7** Draw evidence from literary and informational text.

**6.W.7** Draw evidence from literary or informational texts to support analysis, reflection, and research.

5th Grade Students:	6th Grade Students:
<p><b>Write routinely over short and extended time frames for a variety of tasks, purposes, and audiences.</b></p>	
<p><b>5.W.8</b> 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 variety of discipline-specific tasks, purposes, and audiences.</p>	<p><b>6.W.8</b> 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 variety of discipline-specific tasks, purposes, and audiences.</p>
<p><b>Foundational Skill: Print Features and Text Organization</b></p>	
<p>(Attended when necessary)</p>	<p>(Attended when necessary)</p>
<p><b>Foundational Skill: Phonics</b></p>	
<p>(Attended when necessary)</p>	<p>(Attended when necessary)</p>

# College and Career Readiness Expectations for Language: Kindergarten – Sixth Grade

The K-6 standards on the following pages define what students should master and be able to do by the end of each grade. The standards consist of both College and Career Readiness (CCR) expectations and grade level indicators. The CCR expectations and grade-specific indicators are necessary complements – the former providing broad expectations, the latter providing additional specificity – that together define the skills and competencies that all students must master.

## College and Career Readiness Expectations

1. Demonstrate command of the conventions of English grammar and usage.
2. Apply English conventions using appropriate capitalization, punctuation, and spelling.
3. Demonstrate understanding of how language functions in different contexts to make effective choices for meaning, style and comprehension.
4. Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.
5. Demonstrate understanding of figurative language, word relationships, and variation in word meanings.
6. Accurately use a variety of social, academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.

# Language: Kindergarten - Second Grade

Kindergarten Students:	1st Grade Students:	2nd Grade Students:
<b>Demonstrate command of the conventions of English grammar and usage.</b>		
<p><b>K.LA.1</b> Demonstrate command of English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"><li>a. Use present form of basic verbs and common nouns (e.g., <i>I walk home.</i>).</li><li>b. Simple sentences or phrases with basic structure including adjectives (e.g., <i>The dog is big.</i>).</li><li>c. Develop phonemic awareness and the alphabetic principle when participating in listening and speaking activities.</li></ul>	<p><b>1.LA.1</b> Demonstrate command of English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"><li>a. Use common and proper nouns.</li><li>b. Form singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop.</i>).</li><li>c. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home.</i>).</li><li>d. Use frequently occurring adjectives.</li></ul>	<p><b>2.LA.1</b> Demonstrate command of English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"><li>a. Use collective nouns (e.g., <i>group</i>) and possessive nouns.</li><li>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li><li>c. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li><li>d. Use adjectives and choose between them depending on what is to be modified.</li><li>e. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</li><li>f. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li><li>g. Use articles (e.g., <i>the, an</i>, etc.) and demonstrative adjectives (e.g., <i>this, that</i>, etc.) as appropriate.</li></ul>

Kindergarten Students:	1st Grade Students:	2nd Grade Students:
<b>Apply English conventions using appropriate capitalization, punctuation, and spelling.</b>		
<p><b>K.LA.2</b> Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Recognize and name end punctuation as a period.</li> <li>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>Spell simple words phonetically, drawing on knowledge of sound-letter relationships with correct spelling and spacing.</li> <li>Consult reference materials, including picture dictionaries, as needed to check and correct spellings, using the ability to find words by the first letter.</li> </ol>	<p><b>1.LA.2</b> Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize the first word in a sentence, dates, and names of people.</li> <li>Use a period for end punctuation of sentences.</li> <li>Write a letter or letters for short and long-vowel sounds (phonemes).</li> <li>Use conventional spelling for basic sight words with common spelling patterns and for frequently occurring irregular words (e.g., <i>said</i> - /s/ /e/ /d/).</li> <li>Consult reference materials, including picture and standard dictionaries, as needed to check and correct spellings, using the ability to alphabetize by the first letter.</li> </ol>	<p><b>2.LA.2</b> Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize holidays, product names, and geographic names.</li> <li>Use punctuation for declarative, interrogative, and exclamatory sentences.</li> <li>Write a letter or letters for short and long-vowel sounds (phonemes).</li> <li>Generalize learned spelling patterns (word families) when writing words (e.g., <i>at: mat, cat, sat; ake: cake, bake, make</i>).</li> <li>Use commas in dates and to separate single words in a series.</li> <li>Use conventional spelling for grade appropriate words with common spelling patterns and for some irregular words.</li> <li>Consult reference materials, including dictionaries, as needed to check and correct spellings, using the ability to alphabetize by the first two letters.</li> </ol>
<b>Demonstrate understanding of how language functions in different contexts to make effective choices for meaning, style and comprehension.</b>		
<p><b>K.LA.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Choose words and phrases for different purposes (e.g., slang,</li> </ol>	<p><b>1.LA.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Choose words and phrases for different purposes (e.g., slang,</li> </ol>	<p><b>2.LA.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Choose words and phrases for different purposes (e.g., slang,</li> </ol>

**Kindergarten Students:**

written vs. spoken, formal vs. informal).

**1st Grade Students:**

written vs. spoken, formal vs. informal).

**2nd Grade Students:**

written vs. spoken, formal vs. informal).

- b. Apply differences between the conventions of spoken and written English with some degree of accuracy though not perfectly and with support.

**Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.**

- K.LA.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content, choosing flexibly from an array of strategies.
- a. Use context clues and illustrations to identify the meaning of unfamiliar words.
  - b. Identify and blend compound words.

- 1.LA.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content, choosing flexibly from an array of strategies.
- a. Use context clues and illustrations to identify the meaning of unfamiliar words.
  - b. Add prefixes to words and determine new meaning.
  - c. Uses basic phonemic awareness strategies to decode words.
  - d. Use compound words to derive meaning.

- 2.LA.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content, choosing flexibly from an array of strategies.
- a. Use illustrations, predictions, and context clues to help identify meaning of a word or phrase.
  - b. Determine the meaning of the new word formed when a prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
  - c. Use the root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
  - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

Kindergarten Students:	1st Grade Students:	2nd Grade Students:
<b>Demonstrate understanding of figurative language, word relationships, and variation in word meanings.</b>		
<p><b>K.LA.5</b> Explore word meanings.</p> <ul style="list-style-type: none"> <li>a. Indicate increasing specificity of vocabulary (e.g., transitioning from calling something an animal to calling it a dog or a cat).</li> <li>b. Sort and classify common objects into categories (e.g., shapes, foods) to gain meaning</li> <li>c. Make and explain connections between words and their use (e.g., emotions: happy, sad, etc., or family members: funny, old, etc.).</li> <li>d. Act out word meanings.</li> </ul>	<p><b>1.LA.5</b> Demonstrate understanding of word relationships and differences in word meanings.</p> <ul style="list-style-type: none"> <li>a. Sort and categorize words (e.g., colors, clothing) to show comprehension and define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</li> <li>b. Make and apply connections between words and their use (e.g., big park, small room).</li> <li>c. Act out word meanings.</li> </ul>	<p><b>2.LA.5</b> Recognize word relationships and differences in word meanings.</p> <ul style="list-style-type: none"> <li>a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</li> <li>b. Distinguish slight differences of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</li> <li>c. Relate word meanings through similar words (synonyms) or distinguish slight differences in word meanings.</li> </ul>
<b>Accurately use a variety of social, academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.</b>		
<p><b>K.LA.6</b> Use words and phrases acquired through conversations and read-alouds.</p>	<p><b>1.LA.6</b> Use words and phrases acquired through conversations and read-alouds.</p>	<p><b>2.LA.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and connecting words (e.g., conjunctions like and because).</p>

# Language: Third Grade- Fourth Grade

## 3rd Grade Students:

## 4th Grade Students:

### Demonstrate command of the conventions of English grammar and usage.

- 3.LA.1** Demonstrate command of English grammar and usage when writing or speaking.
- Use nouns and adjectives in increasingly complex grammatically correct sentences.
  - Form and use regular and irregular plural nouns.
  - Use reflexive pronouns (e.g., *myself, ourselves*).
  - Use an apostrophe to form contractions and frequently occurring possessives.
  - Form and apply regular and irregular verbs.
  - Form and apply the simple present, past, and future (e.g., I walk, I walked, I will walk) verb tenses.
  - Form and apply the appropriate comparative and superlative adjectives (e.g., *good, better, best*), to modify a noun.
  - Combine two simple sentences to make a compound sentence by adding "and," "but," or "because."
  - 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.*).
  - Use frequently occurring prepositions (e.g., *during, beyond, toward*).
  - Form and use homophones.

- 4.LA.1** Demonstrate command of English grammar and usage when writing or speaking.
- Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
  - Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
  - Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
  - Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
  - Apply appropriate adverbs to modify verbs.
  - Form and use prepositional phrases.
  - Produce simple, compound, and complex sentences.
  - Use conjunctions in writing and when speaking.
  - Correctly use frequently confused words/homonyms (e.g., *to, too, two; there, their*).
  - Use abstract nouns to convey an idea, emotion or feeling (e.g., *freedom, happiness*).
  - Form and use comparative adjectives and verbs (*fast, faster, fastest*).
  - Form and use homophones.

### Apply English conventions using appropriate capitalization, punctuation, and spelling.

- 3.LA.2** Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
- Capitalize appropriate words in titles.
  - Use commas in writing.
  - Use commas in greetings and closings of letters 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

- 4.LA.2** Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
- Use correct capitalization.
  - Use commas and quotation marks to mark direct speech and quotations from a text.
  - Spell grade-appropriate words correctly, consulting references as needed.
  - Consult reference materials, including dictionaries, as needed to check and correct spellings, alphabetizing by the entire word, as necessary.



families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

- g. Consult reference materials, including dictionaries, as needed to check and correct spellings, using the ability to alphabetize by the entire word.

**Demonstrate understanding of how language functions in different contexts to make effective choices for meaning, style and comprehension.**

**3.LA.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases for different purposes (e.g., slang, written vs. spoken, formal vs. informal).
- b. Apply differences between the conventions of spoken and written English with some degree of accuracy though not perfectly and with support.

**4.LA.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases for different purposes (e.g., slang, written vs. spoken, formal vs. informal).
- b. Apply differences between the conventions of spoken and written English with some degree of accuracy though not perfectly and with support.
- c. Compare formal and informal uses of English.

**Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.**

**3.LA.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on class reading and content area study, choosing flexibly from an array of strategies.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- b. Use context clues to help determine the meaning of a word or phrase.
- c. Use the most frequently occurring suffixes (e.g., -s, -ed, -ing, -ful, -less) as a clue to the meaning of an unknown word.
- d. Determine the meaning of the new word formed when a prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).
- e. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
- f. Use knowledge of the meaning of individual words to determine the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
- g. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and

**4.LA.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on class reading and content area study, choosing from a variety of strategies, including context clues, illustrations, etc.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a prefixes and suffixes are added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *joy, joyful*).
- d. Use beginning dictionaries and thesauri, both print and digital, to determine or clarify the precise meaning of key words and phrases.

phrases.

**Demonstrate understanding of figurative language, word relationships, and variation in word meanings.**

- 3.LA.5** Identify figurative language, word relationships and differences in word meanings.
- 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 meaning among closely related verbs (e.g. *Toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny*).

- 4.LA.5** Demonstrate understanding of figurative language, word relationships, and slight variation in word meanings.
- Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
  - Distinguish meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

**Accurately use a variety of social, academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.**

- 3.LA.6** Accurately use basic conversational, general academic, and content area words and phrases.

- 4.LA.6** Accurately use grade-appropriate general academic and content-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).

# Language: Fifth Grade- Sixth Grade

## 5th Grade Students:

## 6th Grade Students:

### Demonstrate command of the conventions of English grammar and usage.

- 5.LA.1** Demonstrate command of English grammar and usage when writing or speaking.
- Use correctly and explain the function of prepositions in general and in particular sentences.
  - Form and appropriately use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*.) verb tenses.
  - Apply appropriate verb tense to convey various times, sequences, states, and conditions. Use of the linking verb and the helping verb.
  - Apply knowledge subject-verb agreement to write and speak effectively.
  - Correct inappropriate shifts in verb tense.
  - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
  - Form and use homophones.

- 6.LA.1** Demonstrate command of English grammar and usage when writing (e.g., various sentence types such as compound, complex, and simple) or speaking.
- Use pronouns (including intensive pronouns) correctly and ensure they are in the proper case (subjective, objective, possessive).
  - Use correctly and explain the function of prepositions in general and in particular sentences.
  - Form and appropriately use the perfect verb tenses.
  - Apply appropriate verb tenses to convey various times, sequences, states, and conditions, including use of the linking verb and the helping verb.
  - Apply knowledge of subject-verb agreement to write and speak effectively.
  - Correct inappropriate shifts in verb tense.
  - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
  - Form and use homophones.

### Apply English conventions using appropriate capitalization, punctuation, and spelling.

- 5.LA.2** Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
- Use correct punctuation.
  - Spell words correctly, consulting references materials like dictionaries as needed.

- 6.LA.2** Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
- Use commas correctly in all situations.
  - Spell correctly.

### Demonstrate understanding of how language functions in different contexts to make effective choices for meaning, style and comprehension.

- 5.LA.3** Demonstrate knowledge of correct language usage when writing, speaking, or reading.
- Choose words and phrases to convey ideas precisely.
  - Choose appropriate punctuation.

- 6.LA.3** Demonstrate knowledge of correct language usage when writing, speaking, or reading.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
  - Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems

**5th Grade Students:****6th Grade Students:**

**Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.**

- 5.LA.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate reading and content, choosing flexibly from a variety of strategies.
- Use context clues and other strategies to help determine word meaning.
  - Use common Greek and Latin affixes and other etymologies to help determine meaning of a word (e.g., telegraph, photograph, autograph).
  - Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

- 6.LA.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate reading and content, choosing flexibly from a variety of strategies.
- Use context clues and other strategies to help determine meaning of a word or phrase.
  - Use common Greek or Latin affixes and roots to help determine the meaning of a word (e.g., 'able' - *affordable*, *sociable*, *disposable*).
  - Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - Check predicted word meanings through context or in a dictionary.

**Demonstrate understanding of figurative language, word relationships, and variation in word meanings**

- 5.LA.5** Demonstrate understanding of figurative language, word relationships, and differences in word meanings.
- Analyze and use figurative language, including similes and metaphors, appropriately.
  - Recognize and explain common idioms, sayings, and proverbs.
  - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
  - Apply coordinating conjunctions (e.g., and, but, for, nor, or, so) to illustrate subtle difference in meaning.

- 6.LA.5** Demonstrate understanding of figurative language, word relationships, and differences in word meanings.
- Identify, interpret, and integrate figurative language, including personification, similes, and metaphors, appropriately into writing and speaking.
  - Recognize, explain, analyze, and apply common idioms, sayings, and proverbs.
  - Apply synonyms, antonyms, homographs appropriately to demonstrate meaning.
  - Apply words that signal contrast (e.g., *addition*, *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*) to provide subtle differences in meaning.
  - Use conjunctions correctly.

**Accurately use a variety of social, academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.**

- 5.LA.6** Acquire and use accurately grade-appropriate general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g.,

- 6.LA.6** Acquire and use accurately developmentally appropriate academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase

**5th Grade Students:**

however, although, nevertheless, similarly, moreover, in addition).

**6th Grade Students:**

important to comprehension or expression.

## College and Career Readiness Expectations for Listening: Seventh Grade – Twelfth Grade

The 7-12 standards on the following pages define what students should master and be able to do by the end of each grade. The standards consist of both College and Career Readiness (CCR) expectations and grade level indicators. The CCR expectations and grade-specific indicators are necessary complements – the former providing broad expectations, the latter providing additional specificity – that together define the skills and competencies that all students must master.

### College and Career Readiness Expectations

1. Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.

## Listening: Seventh Grade – Eighth Grade

### 7th Grade Students:

**Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.**

- 7.L.1** Listen and collaborate with peers during social and academic interactions in class, group, and partner discussions in read-alouds, oral presentations, and a variety of grade-appropriate topics.
- Ask relevant questions, add relevant information, and paraphrase key ideas.
  - Follow turn-taking and show consideration by concurring with others in discussions.
  - Listen and respond during a read aloud from a variety of fiction and nonfiction texts to show comprehension, generalize, relate to character and setting, and make connections from personal experience.
  - Listen, respond to, and analyze complex instructions and statements; apply and clarify instructions and directions; answer and formulate closed and open-ended questions.

### 8th Grade Students:

- 8.L.1** Listen and collaborate with peers during social interactions, read-alouds (of fictional and informational text); oral presentations; and class, group and partner discussions.
- Ask relevant questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that build the discussion and keeps the conversation on topic.
  - Follow turn-taking and show consideration by concurring with others. Extend ideas or arguments with support from a teacher.
  - Listen and respond during a read aloud from a variety of narrative and informational texts to demonstrate comprehension, generalize, and make connections to character and setting, plot and solution, identify tone, and mood in text.
  - Listen, respond to, analyze, give, and discuss complex instructions, statements, and directions; answer and formulate closed and open-ended questions.

## Listening: Ninth Grade – Tenth Grade

### 9th Grade Students:

**Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.**

- 9.L.1** Listen, support discussions, and interact with peers during read-alouds (of fictional and informational text); oral presentation/performances; of class, group, and partner discussions on a variety of grade-appropriate academic and social topics.
- Ask relevant questions that elicit elaboration and respond to others' questions and comments with relevant observations that build the discussion and keep the conversation on topic.
  - Follow turn-taking and show consideration by concurring with others. Extend ideas or arguments with moderate support.
  - Listen, respond to, and react/analyze complex instructions and statements; apply, clarify, and provide instructions and directions.
  - Listen to a variety of literature to distinguish or differentiate styles to analyze character development, setting, tone, voice, and mood to make connections to the text.

### 10th Grade Students:

- 10.L.1** Listen, support discussions, and interact with peers during read-alouds (of fictional and informational text); oral presentations; and class, group, and partner discussions on a variety of grade-appropriate academic, social, college, and career topics.
- Ask relevant questions that elicit elaboration and respond to others' questions and comments with relevant observations that keep the discussion on topic.
  - Follow turn-taking and show consideration by affirming others, adding relevant information, and paraphrasing key ideas. Extend ideas or arguments with minimal support.
  - Listen, respond to, and react/analyze complex instructions and statements; apply, clarify, and provide instructions and directions.
  - Listen to a variety of literature, genres (plays, poetry, and others), and styles to analyze character development, setting, tone, voice, and mood to make connections to text.



# Listening: Eleventh Grade – Twelfth Grade

## 11th Grade Students:

**Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.**

- 11.L.1** Listen and interact with peers during class, group, and partner discussions, sustaining and building upon conversations on a variety of grade-appropriate academic, social, college, and career topics.
- Demonstrate comprehension of oral presentations and discussions on a variety of social, academic, college, and career topics by asking and answering questions that show thoughtful consideration and extension of the ideas or arguments.
  - Follow turn-taking, asking/answering relevant questions, affirming others, adding relevant information, relating the information to prior knowledge from experience, texts, or real-world connections, and paraphrasing and analyzing key ideas.
  - Listen and respond during a read aloud, presentation, or performance from a variety of literature, periods, genres, and styles to analyze character development and setting, and to distinguish the characteristics of tone, voice, and mood to make connections to text.
  - Listen and respond to synthesize, explain, describe, support, and discuss information; answer and formulate closed and open-ended questions; listen to, classify, and prioritize information.

## 12th Grade Students:

- 12.L.1** Listen and interact with peers during class, group, and partner discussions, sustaining and building upon conversations on a variety of grade-appropriate academic, social, college, and career topics.
- Demonstrate comprehension of oral presentations and discussions on a variety of social, academic, college, and career topics by asking and answering questions that show thoughtful consideration and extension of the ideas or arguments.
  - Follow turn-taking, asking/answering relevant questions and paraphrasing while affirming others, adding and relating information to prior knowledge, experience, texts, or real-world situations.
  - Listen and respond during a read aloud, presentation, or performance from a variety of literature, periods, genres, and styles to analyze character development and setting, and to distinguish the characteristics of tone, voice, and mood; makes connections to text.
  - Listen and respond to synthesize, explain, describe, support, and discuss information; answer and formulate closed and open-ended questions; listen to, classify, and prioritize information.

# College and Career Readiness Expectations for Speaking: Seventh Grade – Twelfth Grade

The 7-12 standards on the following pages define what students should master and be able to do by the end of each grade. The standards consist of both College and Career Readiness (CCR) expectations and grade level indicators. The CCR expectations and grade-specific indicators are necessary complements – the former providing broad expectations, the latter providing additional specificity – that together define the skills and competencies that all students must master.

A + symbol indicates an Advanced English skill in grade 12.

## College and Career Readiness Expectations

1. Engage in discussions on a variety of social, academic, college, and career topics in diverse contexts with different audiences.
2. Evaluate information and determine appropriate responses to answer questions effectively.
3. Interact in social, academic, college, and career conversations using accurate and appropriate language.
4. Provide, justify, and defend opinions or positions in speech.
5. Choose appropriate language according to the task, context, purpose, and audience.
6. Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.

# Speaking: Seventh Grade – Eighth Grade

## 7th Grade Students:

## 8th Grade Students:

### Contribute to discussions on a variety of social, academic, college, and career topics in diverse contexts and with different audiences

**7.S.1** Contribute to class, group, and partner discussions by following turn-taking, asking relevant questions, concurring with others, adding relevant information, and paraphrasing key ideas from read texts or presentations/discussions/performances.

**8.S.1** Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, concurring with others, adding relevant information, and paraphrasing key ideas. Ask probing relevant questions to expand discussions.

### Evaluate information and determine appropriate responses to answer questions effectively.

**7.S.2** Respond orally to closed and open-ended questions.

- Memorize, analyze, and follow increasingly complex instructions and directions.
- Describe, explain, support, discuss, and synthesize information.
- Answer and formulate closed and open-ended questions.

**8.S.2** Respond orally to closed and open-ended questions.

- Memorize, analyze, and follow increasingly complex instructions and directions.
- Describe, explain, support, discuss, and synthesize information to express self.
- Answer and formulate closed and open-ended questions.

### Contribute to social, academic, college, and career conversations using accurate and appropriate language.

**7.S.3** Use a growing set of academic words, content-specific words, synonyms, and antonyms to tell, retell, explain and analyze stories and experiences with increasing precision and differences in meaning.

**8.S.3** Use a growing set of academic words, content-specific words, synonyms, and antonyms to tell, retell, explain, and analyze stories, personal experiences, and current/world events with increasing precision and differences in meaning while speaking.

### Provide, justify, and defend opinions or positions in speech.

**7.S.4** Reach an agreement or persuade others in conversations using learned phrases and creative or original responses.

**8.S.4** Reach an agreement or persuade others to see your point of view during class or partner discussions or presentation/performances, using a growing number of learned phrases or creative or original responses to express and defend opinions with subtle differences and viewpoints from peers, texts, and others.

### Adjust language choices according to the task, context, purpose, and audience.

**7.S.5** Describe, explain, and evaluate text, self, and world experiences, express thoughts and opinions to discuss current events, concepts, themes, characters, plot, and conflict resolution.

- Make predictions and inferences, as well as draw conclusions from listening to a variety of texts, performances, and multimedia sources.
- Adjust language choices according to purpose, task, and audience.

**8.S.5** Describe, explain, and evaluate text, self, and world experiences, express thoughts and opinions to discuss current events, concepts, themes, characters, plot, and conflict resolution.

- Make predictions and inferences, as well as draw conclusions from listening to a variety of texts, performances, and multimedia sources.
- Adjust language choices according to purpose, task, and audience.

### Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.

**7th Grade Students:**

**7.S.6** Plan and deliver oral presentations on a variety of topics, citing specific textual evidence to support ideas.

**8th Grade Students:**

**8.S.6** Plan and deliver oral presentations on a variety of topics using details and evidence to support ideas.

# Speaking: Ninth Grade – Tenth Grade

## 9th Grade Students:

## 10th Grade Students:

### Contribute to discussions on a variety of social, academic, college, and career topics in diverse contexts and with different audiences

**9.S.1** Contribute to class, group, and partner discussions, sustaining conversations on a variety of appropriate and relevant academic topics by following turn-taking, to ask and answer relevant, on-topic questions, affirm others, provide additional, relevant information, paraphrase and evaluate, analyze and synthesize key ideas.

**10.S.1** Contribute to class, group, and partner discussions, sustaining conversations on a variety of appropriate and relevant academic, social, college, and career topics by following turn-taking rules, asking and answering on-topic questions, react to others with relevant information by paraphrasing, evaluating, analyzing, and synthesizing ideas.

### Evaluate information and determine appropriate responses to answer questions effectively.

**9.S.2** Respond orally to closed and open-ended questions.

- Listen, discuss, respond to, and evaluate complex instructions and information.
- Explain, restate, and discuss information.
- Think deeply about closed and open-ended questions and answer with increasing sophistication.

**10.S.2** Respond orally through closed and open-ended questions.

- Listen, discuss, and respond to complex instructions and information.
- Explain, restate, discuss, and analyze information.
- Critically analyze closed and open-ended questions and answer with increasing knowledge.

### Contribute to social, academic, college, and career conversations using accurate and appropriate language.

**9.S.3** Use a variety of grade-appropriate social, academic, and content-specific academic words accurately and appropriately when giving speeches, presentations/performances and to tell, retell, explain, and analyze stories and personal experiences and current/world events.

**10.S.3** Use a variety of grade-appropriate and content-specific social, academic, college, and career ready words accurately and appropriately when giving speeches, presentations/performances to tell, retell, explain, and analyze stories and personal experiences with current/world events.

### Provide, justify, and defend opinions or positions in speech.

**9.S.4** Persuade others through debates and discussion using creative or original responses to express and defend opinions or viewpoints.

**10.S.4** Persuade others in conversations using a growing number of learned phrases and open responses to express and defend different opinions.

### Adjust language choices according to the task, context, purpose, and audience.

**9.S.5** Demonstrate how to adjust language choices according to the context, purpose, task, and audience.

**10.S.5** Demonstrate how to adjust language choices by predicting, making inferences, expressing thought and opinion according to the context, purpose, task, and audience.

### Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.

**9.S.6** Plan and deliver a variety of oral presentations and reports to enhance appropriate topics that present evidence and facts to support ideas with grade levels of formal and informal styles.

**10.S.6** Plan and deliver a variety of oral presentations and reports on developmentally appropriate topics that present evidence and facts to support ideas using growing understanding of formal and informal registers.

# Speaking: Eleventh Grade – Twelfth Grade

## 11th Grade Students:

## 12th Grade Students:

### Contribute to discussions on a variety of social, academic, college, and career topics in diverse contexts and with different audiences

**11.S.1** Contribute to class, group, and partner discussions, sustaining conversations on a variety of appropriate and relevant academic, social, college, and career topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional relevant information, paraphrasing and evaluating/analyzing/synthesizing key ideas.

**12.S.1** Contribute to class, group, and partner discussions, sustaining conversations on a variety of appropriate and relevant academic, social, college, and career topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional relevant information, paraphrasing and evaluating/analyzing/synthesizing key ideas.

### Evaluate information and determine appropriate responses to answer questions effectively.

**11.S.2** Respond orally through closed and open-ended questions to real life situations.

- Listen, discuss, and respond to complex instructions and information.
- Synthesize, analyze, and debate information, justifying answers with details from texts, self, and the world.
- Critically analyze closed and open-ended questions and answer with increasing knowledge.

**12.S.2** Respond orally through closed and open-ended questions to real life situations.

- Listen, discuss, and respond to complex instructions and information during group discussions.
- Synthesize, analyze, and debate information, justifying answers with details from texts and experiences.
- Critically analyze closed and open-ended questions and answer with increasing knowledge.

### Contribute to social, academic, college, and career conversations using accurate and appropriate language.

**11.S.3** Use a variety of grade-appropriate general academic and content-specific academic, social, college, and career ready words accurately and appropriately when producing complex spoken texts and to tell, retell, explain, and analyze stories and personal experiences and current/world events.

**12.S.3** Use a variety of grade-appropriate general academic and content-specific academic, social, college, and career ready words accurately and appropriately when producing complex spoken texts and to tell, retell, explain, and analyze stories, personal experiences and current, social, college, and career events.

### Provide, justify, and defend opinions or positions in speech.

**11.S.4** Negotiate with and persuade others in discussions and conversations using acquired vocabulary and open responses to express and defend different opinions.

**12.S.4** Negotiate and persuade others during discussions and conversations using acquired vocabulary and open responses to express and defend points of view.

### Adjust language choices according to the task, context, purpose, and audience.

**11.S.5** Adjust language choices according to the context, purpose, task, and audience participating in class and group discussion.

**12.S.5** Apply language choices in different contexts for different purposes and audiences during speech deliverance.

- Use idiomatic expressions correctly.+
- Use techniques for overcoming cultural and linguistic barriers to communication.

**11th Grade Students:**

**12th Grade Students:**

**Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.**

**11.S.6** Plan and deliver a variety of oral presentations and reports on social, academic, college, and career topics that present evidence and facts to support ideas using growing understanding of formal and informal registers.

**12.S.6** Plan and deliver a variety of oral presentations and reports on social, academic, college, and career topics that present evidence and facts to support ideas using growing understanding of formal and informal registers.

- a. Apply knowledge of direct/indirect quotations to strengthen oral presentations.+

## College and Career Readiness Expectations for Reading: Seventh – Twelfth Grade

The 7-12 standards on the following pages define what students should master and be able to do by the end of each grade. The standards consist of both College and Career Readiness (CCR) expectations and grade level indicators. The CCR expectations and grade-specific indicators are necessary complements – the former providing broad expectations, the latter providing additional specificity – that together define the skills and competencies that all students must master.

### College and Career Readiness Expectations

1. Read critically to make logical inferences, and cite specific textual evidence to support conclusions drawn from the text.
2. Determine main ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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 or purpose shapes the content and style of a text.
7. Integrate and evaluate content presented in diverse media and formats.
8. Delineate and evaluate an author’s argument through evidence specified in a text.
9. Compare and contrast two or more authors’ presentations of similar themes or topics.
10. Read and comprehend complex literary and informational texts independently and proficiently.

#### Legend:

**L** = Literary Text

**I** = Informational text



## Reading: Seventh Grade – Eighth Grade

### 7th Grade Students:

### 8th Grade Students:

#### Read critically to make logical inferences, and cite specific textual evidence to support conclusions drawn from the text.

**7.R.1** Read a variety of texts and multimedia resources (when accessible) to explain ideas, facts, events, cultural identity, genre, and processes, supplying textual evidence and connections/relationships to support analysis and conclusions. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.

**8.R.1** Read a variety of grade-level texts and multimedia resources (when available) to explain ideas, phenomena, processes, cultural identity, genre, and text relationships, supplying textual evidence to support analysis and conclusions drawn from the text. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.

#### Determine main ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

**7.R.2** L. Determine a theme or main idea of a literary text and how it is conveyed through particular details.  
a. Provide a summary of the text distinct from personal opinions or judgments.  
I. Determine a main idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**8.R.2** L. Determine a theme or main idea of a literary text and analyze its development over the course of the text.  
a. Provide an objective summary of the text.  
I. Determine main idea(s) in an informational text and analyze their development over the course of the text; provide an objective summary of the text.

#### Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**7.R.3** L. Describe how a particular story's or drama's plot and setting unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  
a. Distinguish character traits (internal and external).  
I. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in an informational text (e.g., through examples or anecdotes).  
a. Interpret cause and effect relationships.

**8.R.3** L. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).  
a. Distinguish character traits (internal and external).  
I. Analyze the interactions between individuals, events, and ideas in an informational text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).  
a. Interpret cause and effect relationships.

#### Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**7.R.4** L. Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  
I. Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings.

**8.R.4** L. Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.  
I. Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

**7th Grade Students:****8th Grade Students:**

**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.**

- 7.R.5** L. Analyze how a particular sentence, chapter, scene, or poem fits into the overall structure of a literary text and contributes to the development of the theme, setting, plot, and elements of poetry.
- I. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of an informational text and contributes to the development of the setting and ideas.

- 8.R.5** L. Analyze how the structure of drama or a poem contributes to its meaning (e.g., soliloquy, sonnet).
- I. Analyze the structure an author uses to organize an informational text, including how the major sections contribute to the whole and to the development of the ideas.

**Assess how point of view or purpose shapes the content and style of a text.**

- 7.R.6** L. Explain how an author develops the point of view of different characters, the narrator, or speaker in a literary text.
- I. Determine an author’s point of view or purpose in an informational text and explain how it is conveyed.

- 8.R.6** L. Analyze how an author develops and contrasts the points of view of different characters or narrators in a literary text.
- I. Determine an author’s point of view or purpose in an informational text and analyze how the author distinguishes his or her position from others.

**Integrate and evaluate content presented in diverse media and formats.**

- 7.R.7** L. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or play of a literary text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch using English subtitles.
- I. Integrate information presented in different media or formats (e.g., visually, data) as well as in words to develop a coherent understanding of a topic or issue.

- 8.R.7** L. 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) using English subtitles.
- I. Compare and contrast an informational 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).

**Delineate and evaluate an author’s argument through evidence specified in a text.**

- 7.R.8** Search and evaluate the argument and specific evidence in a text, distinguishing claims that are supported by reasons and evidence from claims that are not, including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.

- 8.R.8** Search and evaluate the argument and specific evidence in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.

**Compare and contrast two or more authors’ presentations of similar themes or topics.**

**7th Grade Students:**

- 7.R.9** L. Compare and contrast literary 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.
- I. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and about the same person) in informational texts.

**8th Grade Students:**

- 8.R.9** L. 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.
- I. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts in informational texts.

**Read and comprehend complex literary and informational texts independently and proficiently.**

- 7.R.10** Read and comprehend a variety of literature, including stories, dramas, and poetry, and informational texts (e.g., history/social studies, science, and technical texts) of appropriate complexity.

- 8.R.10** Read and comprehend a variety of literature, including stories, dramas, and poetry, and informational texts (e.g., history/social studies, science, and technical texts) of appropriate complexity.

## Reading: Ninth Grade – Tenth Grade

### 9th Grade Students:

### 10th Grade Students:

#### Read critically to make logical inferences, and cite specific textual evidence to support conclusions drawn from the text.

- 9.R.1** Use in-depth critical reading of a variety of texts, presented in various print and multimedia formats to explain ideas, phenomena, processes, cultural identity, genre, and relationships within and across texts, using increasingly detailed sentences, and an increasing variety of general academic and content-specific words. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.
- Make inferences and draw conclusions from text to support analysis.

- 10.R.1** Use in-depth critical reading of a variety of grade-level texts, presented in various print and multimedia formats (when accessible) to explain ideas, phenomena, processes, cultural identity, genre, and relationships within and across texts, using detailed sentences, and a variety of general academic and content-specific words. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.
- Explain inferences and conclusions drawn from text to support analysis.

#### Determine main ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

- 9.R.2**
- Determine a theme or main idea of a literary text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide a summary of the text.
  - Determine a main idea of an informational text and analyze its development over the course of the text, including its relationship to supporting ideas; provide a summary of the text.

- 10.R.2**
- Determine theme or main idea of a literary text and analyze in detail its development, including how it emerges in the text and is shaped and refined by specific details; provide subjective or responsive summary of the text.
  - Determine the main idea of an informational text and analyze its development over the course of the text, including how it emerges, and is shaped and refined by specific details; provide an objective summary of the text.

#### Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

- 9.R.3**
- Analyze how particular lines of dialogue or incidents in a story or drama develop the action, reveal aspects of a character, or provoke a decision. Analyze character traits to deepen understanding of the text.
  - Analyze the connections among the distinctions between individuals, ideas, or events. Connect cause and effect relationships.

- 10.R.3**
- Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot and its components or develop the theme.
  - Analyze how an author unfolds an analysis or series of ideas or events in an informational text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

#### Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- 9.R.4**
- Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

- 10.R.4**
- Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place or how it sets a formal or

**9th Grade Students:**

- I. Determine the meaning of words and phrases as they are used in an informational 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.

**10th Grade Students:**

- informal tone).
- I. Determine the meaning of words and phrases as they are used in an informational 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).

**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.**

- 9.R.5** L. Compare and contrast the structure of two or more literary texts and analyze how the differing structure of each text contributes to its meaning and style.
- I. Analyze in detail the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.

- 10.R.5** L. Analyze how an author's choices about structure of a literary text, order of events within it (e.g., parallel plots), create such effects as mystery, tension, or surprise.
- I. Analyze in detail how an author's ideas or claims (positions) are developed and refined by particular sentences, paragraphs, or portions of an available informational text (e.g., essays, reports, and news articles).

**Assess how point of view or purpose shapes the content and style of a text.**

- 9.R.6** L. Analyze how differences in the points of view of the characters create an effect on the reader.
- I. Determine an author's point of view or purpose in an informational text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

- 10.R.6** L. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- I. Determine an author's point of view or purpose in an informational text and analyze how an author uses rhetoric to advance that point of view or purpose.

**Integrate and evaluate content presented in diverse media and formats.**

- 9.R.7** L. 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.
- I. Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

- 10.R.7** L. Critique and analyze a literary text (e.g., *When I was Puerto Rican*, *Harry Potter*, and others) presented in different media (e.g., videos and plays), determining what elements are emphasized in each.
- I. Analyze various accounts of a character told in different media (e.g., a person's life story in both print and multimedia), determining which elements are emphasized in each account.

**9th Grade Students:****10th Grade Students:****Delineate and evaluate an author’s argument through evidence specified in a text.**

**9.R.8** Delineate and evaluate the argument and specific evidence in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. This includes, but is not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.

**10.R.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. This includes, but is not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.

**Compare and contrast two or more authors’ presentations of similar themes or topics.**

**9.R.9** L. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.

I. Analyze a case in which two or more informational texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**10.R.9** L. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

I. Analyze seminal 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,” Julia de Burgos, Pedro Prietri, Esmeralda Santiago, and others), including how they address related themes and concepts.

**Read and comprehend complex literary and informational texts independently and proficiently.**

**9.R.10** Read and comprehend a variety of literature, including stories, dramas, and poetry, and informational texts of appropriate grade level.

**10.R.10** Read and comprehend a variety of literature, including stories, dramas, and poetry, and informational texts (e.g., history/social studies, science, and technical texts) of appropriate grade level.

## Reading: Eleventh Grade – Twelfth Grade

### 11th Grade Students:

### 12th Grade Students:

#### Read critically to make logical inferences, and cite specific textual evidence to support conclusions drawn from the text.

**11.R.1** Evaluate, analyze, research/synthesize, and document inferences and conclusions drawn from in-depth critical reading of appropriate texts and viewing of multimedia. Examine ideas, increasingly complex phenomena, processes, genre, and relationships within and across texts. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.

**12.R.1** Evaluate, analyze, research/synthesize, and document inferences and conclusions drawn from in-depth critical reading of appropriate texts and viewing of multimedia (when available). Examine ideas, increasingly complex phenomena, processes, genre, and relationships within and across texts. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.

#### Determine main ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**11.R.2**

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

**12.R.2**

- L. Determine two or more themes (e.g., hate, love, and others) or main ideas of a literary text, and analyze their development to provide a subjective summary.
- I. Determine two or more main ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

#### Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**11.R.3**

- L. 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 setting, plot or develop the theme.
- I. 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.

**12.R.3**

- L. Analyze the impact of an author's choices regarding how to develop and relate elements of a story or drama including symbolism, motifs, setting, plot, and characterization.
- I. 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.

#### Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**11.R.4**

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

**12.R.4**

- L. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (Include Shakespeare as well as other authors.)

**11th Grade Students:**

- I. 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).

**12th Grade Students:**

- I. 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).

**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.**

- 11.R.5** L. 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.
- I. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or portions of a text (e.g., chapters, essays, or news articles).

- 12.R.5** L. 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.
- I. 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.

**Assess how point of view or purpose shapes the content and style of a text.**

- 11.R.6** L. Analyze a particular point of view or cultural experience reflected in a work of literature drawing on a wide reading of world literature.
- I. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

- 12.R.6** L. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- I. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

**Integrate and evaluate content presented in diverse media and formats.**

- 11.R.7** L. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each media.
- I. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which elements are emphasized in each account.

- 12.R.7** L. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- I. 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.



**11th Grade Students:****12th Grade Students:****Delineate and evaluate an author’s argument through evidence specified in a text.**

**11.R.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 and generalizations. This includes, but is not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.

**12.R.8** Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles. This includes, but is not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.

**Compare and contrast two or more authors’ presentations of similar themes or topics.**

**11.R.9** L. Analyze how an author draws on and transforms source material in a specific work.  
I. Analyze seminal documents of historical and literary significance including how they address related themes and concepts.

**12.R.9** L. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century works of American literature, including how two or more texts from the same period (timeline) treat similar themes or topics.  
I. Analyze seventeenth-, eighteenth-, and nineteenth-century documents of historical and literary significance (e.g. The Declaration of Independence) for their themes, purposes, and rhetorical features.

**Read and comprehend complex literary and informational texts independently and proficiently.**

**11.R.10** Read and comprehend a variety of culturally relevant literature, including stories, dramas, and poetry, and informational texts (e.g., history/social studies, science, and technical texts) of appropriate grade level.

**12.R.10** Read and comprehend a variety of culturally diverse literature, including stories, dramas, poetry, and informational texts (e.g., history/social studies, science, and technical texts) of appropriate grade level.

# College and Career Readiness Expectations for Writing: Seventh Grade – Twelfth Grade

The 7-12 standards on the following pages define what students should master and be able to do by the end of each grade. The standards consist of both College and Career Readiness (CCR) expectations and grade level indicators. The CCR expectations and grade-specific indicators are necessary complements – the former providing broad expectations, the latter providing additional specificity – that together define the skills and competencies that all students must master.

## College and Career Readiness Expectations

1. Write arguments to support point of view using valid reasoning and sufficient evidence.
2. Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.
3. Write literary texts to develop real or imagined experiences or events using effective technique, details, and structure.
4. Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, or publishing).
5. Use technology, including the Internet, to interact and collaborate with others and produce and publish writing.
6. Conduct research projects of varying lengths based on focused questions to demonstrate understanding of the subject.
7. Draw evidence from literary or informational texts to support analysis, reflection, and research.
8. Write routinely over short and extended time frames for a variety of tasks, purposes, and audiences.

## Writing: Seventh Grade – Eighth Grade

### 7th Grade Students:

#### Write arguments to support point of view using valid reasoning and sufficient evidence.

- 7.W.1** Justify opinions or persuade others by providing textual evidence or relevant background knowledge with moderate support on a variety of personal, social, and cultural topics, current events, etc.
- Express and clarify viewpoints and opinions, take and defend positions.

#### Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.

- 7.W.2** Write informational texts to examine and analyze topics and convey ideas independently using appropriate text organization.

#### Write literary texts to develop real or imagined experiences or events using effective technique, details, and structure.

- 7.W.3** Write paragraphs, short essays, and literary texts using transitional words and other cohesive devices to better organize writing that develop real or imagined experiences or events, using literary elements like narrative structure, theme, mood, plot, setting, moral, etc.

#### Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, or publishing).

- 7.W.4** Develop and strengthen writing as needed by planning, drafting, revising, editing, use editing marks, rewriting, and publishing.

#### Use technology, including the Internet, to interact and collaborate with others and produce and publish writing.

- 7.W.5** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

#### Conduct research projects of varying lengths based on focused questions to demonstrate understanding of the subject.

- 7.W.6** Conduct short research projects to write a report that uses several sources to build knowledge through investigation of different aspects of a topic.

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

- 7.W.7** Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Write routinely over short and extended time frames for a variety of tasks, purposes, and audiences.

- 7.W.8** Write routinely for short and extended time frames (time for research, reflection, and revision) for a variety of discipline-specific tasks, purposes, and audiences. This includes, but is not

### 8th Grade Students:

- 8.W.1** Justify opinions or persuade others by providing textual evidence or relevant background knowledge with moderate support.
- Express and clarify viewpoints and opinions, take and defend positions.

- 8.W.2** Write informational texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- 8.W.3** Write literary texts using transitional words and other cohesive devices to better organize writing that develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- 8.W.4** Develop and strengthen writing as needed by planning, drafting, revising, editing, use editing marks, rewriting, and publishing.

- 8.W.5** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

- 8.W.6** Conduct short research projects to write a report that answers a question, drawing on several sources and refocusing the inquiry when appropriate.

- 8.W.7** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 8.W.8** Write routinely for short and extended time frames (time for research, reflection, and revision) for a variety of discipline-specific tasks, purposes, and audiences. This includes, but is not

**7th Grade Students:**

limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.

**8th Grade Students:**

limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.

## Writing: Ninth Grade – Tenth Grade

### 9th Grade Students:

### 10th Grade Students:

#### Write arguments to support point of view using valid reasoning and sufficient evidence.

- 9.W.1** Justify opinions and positions using valid reasoning and relevant and sufficient evidence.
- Express and clarify viewpoints and opinions, take and defend positions that differ from others.

- 10.W.1** Justify opinions and positions using valid reasoning and sufficient evidence.
- Express, clarify, and defend viewpoints and opinions, be able to state or justify arguments, with support of the thesis statement and claims.

#### Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.

- 9.W.2** Write informational texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective technique, organization, and analysis of content.

- 10.W.2** Write informational and argumentative texts to examine and convey complex ideas, concepts, and information clearly and accurately through the selection, organization (transitional words, phrases or sentences), and analysis of content through essays (5 paragraphs), letters (formal and informal business letters and cover letters), and other text types.

#### Write literary texts to develop real or imagined experiences or events using effective technique, details, and structure.

- 9.W.3** Write types of paragraphs and literary texts using transitional words and other cohesive devices to better organize writing that develop real or imagined experiences or events, using literary elements (like narrative structure, theme, mood, plot, setting, moral) and techniques (alliteration, hyperbole, allegory, and others).

- 10.W.3** Write literary texts using transitional words and other cohesive devices to better organize writing to develop real or imagined experiences or events, using literary elements and techniques (narrative structure, theme, mood, plot, setting, moral, alliteration, hyperbole, allegory, and others).

#### Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, or publishing).

- 9.W.4** Develop and strengthen writing as needed by planning, drafting, revising, editing (editing marks), rewriting, and publishing, focusing on how well purpose and audience have been addressed.

- 10.W.4** Develop and strengthen writing as needed by planning (e.g., outlines and graphic organizers), drafting, revising, editing (editing marks), rewriting, and publishing, focusing on how well purpose and audience have been addressed, avoiding plagiarism, and considering styles (e.g., MLA and APA) and using citations.

#### Use technology, including the Internet, to interact and collaborate with others and produce and publish writing.

- 9.W.5** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.

- 10.W.5** Use technology, including the Internet, to produce and publish types of writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**9th Grade Students:****10th Grade Students:****Conduct research projects of varying lengths based on focused questions to demonstrate understanding of the subject.**

**9.W.6** Conduct short research projects to write reports that answer a thesis question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**10.W.6** Conduct short research projects to write reports that 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 and professional portfolios.

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

**9.W.7** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**10.W.7** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Write routinely over short and extended time frames for a variety of tasks, purposes, and audiences.**

**9.W.8** Write routinely to develop various types of paragraphs, formal and informal letters, and essays over for a variety of discipline-specific tasks, purposes, and audiences, using technology.

**10.W.8** Write routinely for short and extended time frames (time for research, reflection, and revision) for a variety of discipline-specific tasks, purposes, and audiences.

## Writing: Eleventh Grade – Twelfth Grade

### 11th Grade Students:

### 12th Grade Students:

#### Write arguments to support point of view using valid reasoning and sufficient evidence.

- 11.W.1** Write arguments to support claims in an analysis of appropriate grade level content, using valid reasoning and sufficient evidence.
- Express, clarify, and defend viewpoints and opinions, be able to soften statements or justify arguments with support of the thesis statement and claims.

- 12.W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.
- Express, clarify, and defend viewpoints and opinions, by justifying arguments with support of the thesis statement and claims.

#### Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.

- 11.W.2** Write college-level essays (e.g., argumentative, expository, compare and contrast, persuasive, and process), research papers, and film reviews with increasing independence and precision using appropriate text organization, expanding vocabulary, selection, organization, and analysis of content.

- 12.W.2** Write college-level essays (e.g., argumentative, expository, compare and contrast, persuasive, and process), research papers, and film reviews with increasing independence and precision using appropriate text organization, expanding vocabulary, selection, organization, and analysis of content.

#### Write literary texts to develop real or imagined experiences or events using effective technique, details, and structure.

- 11.W.3** Write narratives (short stories, memoirs, and journals) using transitional words and other cohesive devices to better organize writing to develop real or imagined experiences or events using effective technique, targeted details, and well-structured sequences.

- 12.W.3** Write narratives (short stories, memoirs, and journals) using transitional words and other cohesive devices to better organize writing to develop real or imagined experiences or events using effective literary devices (techniques and elements), well-chosen details, and structured sequences.

#### Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, or publishing).

- 11.W.4** Develop and strengthen writing as needed by planning (e.g., outlines and graphic organizers), drafting, revising, editing (editing marks), rewriting, and publishing, focusing on how well purpose and audience have been addressed, avoiding plagiarism, and considering styles (e.g., MLA and APA) and using citations.

- 12.W.4** Develop and strengthen writing as needed by planning (e.g., outlines and graphic organizers), drafting, revising, editing (editing marks), rewriting, and publishing, focusing on how well purpose and audience have been addressed, avoiding plagiarism, and considering styles (e.g., MLA and APA) and using citations.
- Apply knowledge of direct/indirect quotations to strengthen writing.+

#### Use technology, including the Internet, to interact and collaborate with others and produce and publish writing.

- 11.W.5** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

- 12.W.5** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

## 11th Grade Students:

## 12th Grade Students:

**Conduct research projects of varying lengths based on focused questions to demonstrate understanding of the subject.**

**11.W.6** Conduct 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, and college profile research (for job and university search).

**12.W.6** Conduct 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 and college profile research (for job and university search).

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

**11.W.7** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**12.W.7** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Write routinely over short and extended time frames for a variety of tasks, purposes, and audiences.**

**11.W.8** Write routinely over short and extended time frames (time for research, reflection, and revision) for a variety of discipline-specific tasks, purposes, and audiences.

**12.W.8** Write routinely for a variety of discipline-specific tasks, purposes, and audiences.



# College and Career Readiness Expectations for Language: Seventh Grade – Twelfth Grade

The 7-12 standards on the following pages define what students should master and be able to do by the end of each grade. The standards consist of both College and Career Readiness (CCR) expectations and grade level indicators. The CCR expectations and grade-specific indicators are necessary complements – the former providing broad expectations, the latter providing additional specificity – that together define the skills and competencies that all students must master.

A + symbol indicates an Advanced English skill in grade 12.

## College and Career Readiness Expectations

1. Demonstrate command of the conventions of English grammar and usage.
2. Apply English conventions using appropriate capitalization, punctuation, and spelling.
3. Demonstrate understanding of how language functions in different contexts to make effective choices for meaning, style, and comprehension.
4. Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.
5. Demonstrate understanding of figurative language, word relationships, and variation in word meanings.
6. Accurately use a variety of social, academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.

# Language: Seventh Grade – Eighth Grade

## 7th Grade Students:

### Demonstrate command of the conventions of English grammar and usage.

- 7.LA.1** Demonstrate command of the conventions of English grammar.
- Explain the function of phrases and clauses and apply correctly.
  - Choose among simple, compound, complex, and compound-complex sentences when speaking and writing.

### Apply English conventions using appropriate capitalization, punctuation, and spelling.

- 7.LA.2** Demonstrate command of the conventions of English capitalization, punctuation, and spelling.
- Use punctuation to separate a series of adjectives (e.g., It was a fascinating, enjoyable movie.).
  - Spell correctly.

### Demonstrate understanding of how language functions in different contexts to make effective choices for meaning, style, and comprehension.

- 7.LA.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose language that expresses ideas clearly, recognizing subject-verb agreement and eliminating wordiness and redundancy.

### Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.

- 7.LA.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriate reading and content, choosing flexibly from a variety of strategies.
- Use context clues to help determine the meaning of a word or phrase.
  - Use common Greek or Latin affixes and roots correctly (e.g., "ex," "inter," "anti," "micro").
  - Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

### Demonstrate understanding of figurative language, word relationships, and variation in word meanings.

- 7.LA.5** Demonstrate understanding of figurative language, word relationships, and variation in word meanings.
- Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

## 8th Grade Students:

- 8.LA.1** Demonstrate command of the conventions of English grammar.
- Explain the function and tenses of the different kinds of verbs and apply correctly.
  - Form and use verbs in the active and passive voice.

- 8.LA.2** Demonstrate command of the conventions of English capitalization, punctuation, and spelling.
- Use advanced punctuation (e.g., comma, ellipsis, dash) correctly.
  - Spell correctly.

- 8.LA.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose language that expresses ideas clearly, recognizing direct and indirect objects and eliminating wordiness and redundancy.

- 8.LA.4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on appropriate reading and content, choosing flexibly from a variety of strategies.
- Use context clues to help determine the meaning of a word or phrase.
  - Use common Greek or Latin affixes and roots correctly (e.g., precede, recede, secede).
  - Consult print and digital reference materials (e.g., dictionaries, glossaries, thesauri) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

- 8.LA.5** Demonstrate understanding of figurative language, word relationships, and variation in word meanings.
- Interpret figures of speech (e.g. verbal irony, puns) in context.

**7th Grade Students:**

- b. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

**8th Grade Students:**

- b. Distinguish among the different connotations (associations) of words (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

**Accurately use a variety of social, academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.**

- 7.LA.6** Accurately use a variety of social, academic, and content-specific and content area words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- 8.LA.6** Accurately use appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Language: Ninth Grade – Tenth Grade

### 9th Grade Students:

### 10th Grade Students:

#### Demonstrate command of the conventions of English grammar and usage.

- 9.LA.1** Demonstrate command of the conventions of English grammar.
- Use parallel structure using conjunctions (e.g., “and” and “or”) to show that two or more ideas have the same level of importance (e.g., He likes to jog, swim and hike.).
  - Use various types of phrases: noun, verb, infinitive, adjectival, adverbial, participial, and prepositional. Use various types of clauses: independent, dependent; noun, relative, adverbial.

- 10.LA.1** Demonstrate command of the conventions of English grammar and usage when writing or speaking.

- Use parallel structure, subject-verb agreement, and apply the understanding of run-on sentences, complex, compound, and sentence fragments. Assess various grammar and usage texts.
- Use various types of phrases and clauses to specify meanings and add variety and interest to writing or presentations.

#### Apply English conventions using appropriate capitalization, punctuation, and spelling.

- 9.LA.2** Demonstrate command of the conventions of English capitalization, punctuation, and spelling.
- Use advanced punctuation marks.
  - Spell correctly.

- 10.LA.2** Demonstrate command of the conventions of English capitalization, punctuation, and spelling.

- Use advanced punctuation marks correctly.
- Spell correctly.
- Apply capitalization rules correctly.

#### Demonstrate understanding of how language functions in different contexts to make effective choices for meaning, style, and comprehension.

- 9.LA.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.
- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.

- 10.LA.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.

- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.

#### Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.

- 9.LA.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately complex reading and content, choosing flexibly from a variety of strategies.
- Use context to help determine meaning.
  - Correctly analyze word changes to indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

- 10.LA.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately complex reading and content, choosing flexibly from a variety of strategies.

- Use context clues to help determine meaning.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

**9th Grade Students:**

- c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its origin.

**10th Grade Students:**

- c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation of a word, parts of speech, spelling, origin, and meaning.

**Demonstrate understanding of figurative language, word relationships, and variation in word meanings.**

**9.LA.5** Demonstrate understanding of figurative language, word relationships, and differences in word meanings.

- a. Interpret figures of speech (e.g., euphemism) in context and analyze their role in the text.
- b. Analyze the meaning of words with similar denotations.

**10.LA.5** Demonstrate understanding of figurative language, word relationships, and differences in word meanings.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze word meaning.

**Accurately use a variety of social, academic, and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.**

**9.LA.6** Accurately use social, academic, and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career-readiness level.

**10.LA.6** Accurately use general academic and content-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.

# Language: Eleventh Grade – Twelfth Grade

## 11th Grade Students:

## 12th Grade Students:

### Demonstrate command of the conventions of English grammar and usage.

- 11.LA.1** Demonstrate command of the conventions of English grammar and usage.
- Apply the understanding of run-on sentences, complex, compound, and sentence fragments. Assess various grammar and usage texts analyzing subject-verb agreement and parallel structure.

- 12.LA.1** Demonstrate command of the conventions of English grammar and usage when writing or speaking.
- Apply different types of sentences in various contexts. Assess various grammar and usage texts and online resources analyzing subject-verb agreement and parallel structure.
  - Express their thoughts in grammatically correct sentences and phrases in both oral and written form.+
  - Understand the meaning of different verb tenses, modal auxiliaries, and word order in sentences, reported speech, questions, and phrases.+
  - Recognize grammatical modifications for stylistic reasons.+
  - Identify, analyze, synthesize, and use diverse syntactic and semantic language structures in context.+

### Apply English conventions using appropriate capitalization, punctuation, and spelling.

- 11.LA.2** Demonstrate command of the conventions of English capitalization, punctuation, and spelling.
- Use punctuation marks correctly.
  - Spell correctly.

- 12.LA.2** Demonstrate command of the conventions of English capitalization, punctuation, and spelling.
- Use punctuation rules correctly.
  - Spell correctly.

### Demonstrate understanding of how language functions in different contexts to make effective choices for meaning, style, and comprehension.

- 11.LA.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.
- Vary syntax for effect, consulting references for guidance as needed.

- 12.LA.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.
- Apply the varied syntax rules for effect, consulting references for guidance as needed.
  - Apply knowledge of verb tenses (simple present, present progressive, simple past, past progressive, future, future progressive, present perfect; including irregular verbs).+
  - Apply knowledge of active/passive voice.+
  - Apply knowledge of subjunctive mood.+

## 11th Grade Students:

## 12th Grade Students:

- e. Apply knowledge of sequence of verb tenses (compound/complex sentences).+
- f. Apply knowledge of verbals (infinitive, participles, and gerunds used as adjectives and nouns) and modal auxiliaries (can, could, shall, should, will, would, must, have to, may, might, ought to).+
- g. Apply knowledge of subject-verb agreement (compound subjects, indefinite pronouns, collective nouns, inverted word order).+
- h. Apply knowledge of tag questions and direct/indirect questions.+
- i. Apply knowledge of adjectives and adverbs (comparative and superlative).+
- j. Apply knowledge of misplaced, ambiguous, and dangling modifiers.+
- k. Apply knowledge of connecting words and expressions (coordinating and subordinating conjunctions, conjunctive adverbs, transitional expressions, relative pronouns, correlative conjunctions).+
- l. Apply knowledge of prepositions and prepositional phrases.+

### Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.

- 11.LA.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately complex reading and content, choosing flexibly from a variety of strategies.
- a. Apply a variety of strategies to determine or clarify word use to help determine 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 reference materials (e.g., dictionaries, glossaries,

- 12.LA.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately complex reading and content, choosing flexibly from a variety 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*).

**11th Grade Students:**

thesauri), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its origin, or its standard usage or variations.

**12th Grade Students:**

- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation of a word, parts of speech, spelling, origin, meaning, and 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).

**Demonstrate understanding of figurative language, word relationships, and variation in word meanings.**

- 11.LA.5** Demonstrate understanding of figurative language, word relationships, and differences in word meanings.
- a. Interpret figures of speech (e.g., oxymoron, hyperbole, paradox) in context and analyze their role in the text.
  - b. Analyze the meaning of words with similar denotations and connotations.

- 12.LA.5** Demonstrate understanding of figurative language, word relationships, and differences in word meanings.
- a. Interpret figures of speech (e.g., oxymoron, hyperbole, paradox) in context and analyze their role in the text.
  - b. Analyze differences in the meaning of words with similar denotations and connotations.

**Accurately use a variety of social, academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.**

- 11.LA.6** Accurately use general academic and domain-specific or content area 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.

- 12.LA.6** Accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.





# GLOSSARY

**Academic Content Standard:** The skills and knowledge expected of the students in the core content areas for each subject material.

**Academic Language:** The vocabulary and lexical tools that students need for speaking, reading. The oral and written text required to succeed in school that entails deep understanding and communication of the language of content within a classroom environment; revolves around meaningful application of specific criteria related to linguistic Complexity at the discourse level

**Auditory Discrimination:** The ability to detect a difference between sounds (usually speech sounds)

**Aural:** Related to the ear or to the sense of hearing.

**Automaticity:** Refers to decoding that is rapid, accurate, and effortless; develops through extensive practice decoding words.

**Balanced Literacy:** Balanced Literacy is a methodology that integrates various modalities of literacy instruction. Assessment based planning at the core of each model.

**Blending:** Combining separate spoken phonemes onsets or rhymes to create words.

**Cognates:** Words similar in two or more languages as a result of common descent.

**(CDT): Core Development Team:** Group of Scholars and Specialists in charge of developing the Puerto Rico Core Standards for the English Program (**PRCS** for the English Program).

**Consonant clusters:** A group of consonants that have no intervening vowel (“spr” in spring).

**Consonant digraphs:** Two adjacent consonant letters that represent a single speech sound (e.g., “sh” in shore).

**Cues:** Sources of information used by readers or listeners to construct meaning.

**College Career Readiness: (CCR)** Acquired knowledge related to the Educational Standards, reading/language arts, mathematics, and technical skills, needed to succeed in Postsecondary education which provides the foundational skills to become a competent individual in the workplace.

**Complex Sentence:** One independent clause joined by one or more dependent clauses with a subordinator such as; because, since, after, although, or when or a relative pronoun, such as; who, or which.

**Compound Sentence:** Two or more independent clauses joined by coordinating conjunction (e.g., "School started today; the students were excited").

**Connotative:** A word or Expression culturally or emotionally associated to the word defined.

**Denotative:** It is literal and dictionary meaning of a word.

**Differentiated Instruction:** This approach emphasizes in Lesson Planning in the ESL classroom while considering and integrating each student's special needs:

- Considers different learning styles
- It allows teacher to apply different intervention models in the teaching and learning process
- Acknowledges students diversity.

**CVC Words:** Consonant Vowel Consonant: (cat)

**Discourse:** Extended oral or written language conveying multiple connected ideas; its language feature especially of people or events studied.

**Expectation:** The highest level of academic performance to be achieved by a student.

**Foundational Skills:** Basic Ideas, principles and facts that should be mastered before becoming lifelong readers.

**Framework<sup>1</sup>:** See standards framework.

**Genres:** Socially –defined ways in which language (e.g., oral and written) is used to participate in particular context to serve specific purposes.

**Graphemes:** A grapheme is the smallest part of written language that represents a phoneme in the spelling of a word.

**Guided Reading:** The strategy whereby a teacher "guides" small groups of students through the text for the purpose of predicting, assisting in comprehension, focusing upon specific skills, and/or coaching the use of various reading strategies which will make the reading effort more successful.

**Homographs:** Words that are written identically but have a different pronunciation and meaning.

**Homophones:** Words that sound the same as other words, but is different in spelling and/or meaning (to, too, and two).

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<sup>1</sup> Department of Education- *Departamento de Educacion*- (2003) English Program Curriculum Framework -DOE.PR-

**Idioms:** An expression with a meaning that cannot be guessed at or derived from the meanings of the individual words that form it (“To have a chip on one’s shoulder” is of U.S. origin).

**Indicator:** An indicator is measurement or value of what something is like.

a. Sub-indicator: A set of skills pertaining to an indicator.

**Inflectional ending:** The change of form that words undergo to mark distinctions such as number and tense (-ie, -ing, -s, -es).

**Informational Text:** Non fictional resources text which have key points organized in such a way that make it easy for readers to find information.

**Instructional Language:** The language that typifies classroom discourse from teacher to teacher across.

**Intervention<sup>2</sup>:** Involvement in a situation or condition that requires changes and improvement

**Intonation:** The distinctive patterns of pitch that contribute to the meanings of spoken phrases and sentences, e. g., “Open your books to page\_\_\_\_.”

**Language:** The means and usage of human spoken and written structures. Focuses on the correct use of word and phrases.

**Literacy:** The ability to interpret a written text.

**Literary Text:** A wide variety of imaginative and creative writing that leads to the appreciation of the cultural heritages of students.

**Learning Progression Frameworks<sup>3</sup>:** (LPF) Present a broad description of the essential content and general sequencing for student learning and skill development.

**L1.<sup>4</sup>** The first language a student acquires, usually before a home language, other than English. Although for some English Language Learners, **L2** (English) may developed alongside **L1**.

**L2.** The second Language a student acquires; usually refers to English as an additional Language

**Performance Indicator:** Specific Level of English Language Domain within a grade or grade level cluster.

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<sup>2</sup> Cobuild Learners Illustrated Dictionary of *American English*, 2013. National Geographic Learning Boston, MA

<sup>3</sup> Hess K. K. Project Director and Kearns J. (2011): Learning Progression Frameworks Designed for use with the Common Core State Standards in English Language Arts and Literacy K-12. University of Kentucky, Common Core State Standards (2012): California

<sup>4</sup> Department of Education (2007): English Program Content Standards and Grade Level Expectations Document. pp. 61-63

**Phonemes:** The smallest part of spoken language (The word check has four phonemes /ch/ /e/ /k/).

**Phonemic Awareness:** The ability to pick out and manipulate sounds in spoken words.

**Phonics:** The relationship between sounds and the spelling patterns that are used to represent them in print.

**Phonograms:** A succession of orthographic letters that occurs with the same phonetic value in several words (“ight” in bright, fight, and flight).

**Process<sup>5</sup>:** Is a series of progressive and independent steps to something that goes on or takes place; e.g. teaching and learning.

**Prompt:** Prose, or writing, that is based on true facts and designed to explain.

**Puerto Rico Core Standards for the English Program:** The skills and knowledge expected from students in English Language Arts, Mathematics, Science, and literacy and History/Social Studies and Technical Studies - Requires preparing students for college and career readiness.

**Reading Informational Text:** Designed to communicate factual information rather than to tell a narrative. I.T. enables individuals to experience language and content simultaneously.

**Readiness:** State of being ready and able to do something that might or will happen and accept the challenge.

**Realia:** Objects or activities used to relate classroom teaching to the real life especially of people or events studied.

**Relevance:** Describes how closely the content of an informational source or topic.

**Rhyme:** The part of a syllable that contains a vowel and all that follows it.

**Rigor:** An increasing level of difficulty designed to provide a learning experience.

**Rubric:** The guide used to score performance assessments in a reliable and fair manner.

**Scaffolding:** Careful shaping of the supports used to build on students already acquired skills, and knowledge to support the progress from to level to level of language proficiency.

**Shared Reading:** Reading with your students and guiding them to actively engage in the shoulder (is of U.S. origin).

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<sup>5</sup> Internet Reference from the Duke\_sample\_pages PDF (2014): Why Include Informational text in The Primary Classroom? : Retrieved: 4/11/2014 from: teacher.scholastic.com  
Puerto Rico *Core Standards*  
English Program 2014

**Socio-cultural context:** The association of language with the culture and society in which it is used; in reference to schooling, understandings of Socio-cultural context revolve around the interaction between the students and reading/language environment.

**Sophistication**<sup>6</sup>: The quality of knowing and understanding a lot about a specific subject.

**Standards:** Academic Principles that established the framework of the Educational System.

**Standards Based Education**<sup>7</sup> (SBE)

1. Standards Based Learning provides the foundation for 21<sup>st</sup> Century Learning Opportunities that prepare students for today, tomorrow and the future
2. Provides a fair and objective way to evaluate students based on what they have learned while providing appropriate level of challenge and rigor.
3. Gives teachers a powerful system for teaching.

**Substitution:** Enciphering by replacing one letter by another.

**Syllabication:** The act, process, or method of forming or dividing words into syllables.

**Text Complexity**<sup>8</sup>: the inherent difficulty of reading and comprehending a text combined with consideration of reader and tasks variables, and standards, a three part assessment of text difficulty that pairs qualitative and quantity measures with reader task consideration

**Text Types:** Textual Types referring to the following four basic aspects of writing: descriptive, narrative, expository, and argumentative text.

**Tone:** The quality of a piece of writing that demonstrates the attitudes, feelings, upon specific skills, and/or coaching the use of various reading strategies valid manner. It is generally composed of dimensions for judging student value in several words (“ight” in bright, fight, and flight).

**VCCV:** Pattern: Vowel-consonant-consonant-vowel pattern.

**VCV:** Pattern Vowel-consonant-vowel.

**Voice:** Means by which something is expressed.

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<sup>6</sup> MacMillan English Dictionary (2002)

<sup>7</sup> Standards Based Education, 2013: Retrieved: 4/11/2014 from Federal Way Public Schools Web Site <http://www.fwps.org/teaching>: Friday March 28, 2014

<sup>8</sup> Laybourn, J. (2013): Common Core Standard. Capstone CL

**Vowel:** -consonant-vowel pattern.

**WIDA ELD<sup>9</sup>:** World Class Instructional Design and *Assessments of the English Language Development Standards (2012)*.

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<sup>9</sup> WIDA ELD Standards (2012)  
Puerto Rico *Core Standards*  
English Program 2014

# APPENDIX

## Appendix A: Resources for Teaching ESL Students

### English in Puerto Rico: Is it a Bilingual, Foreign, or Second Language Teaching Environment?

Definition of bilingualism (Adaptation from: English Program Curriculum Framework: Departamento de Educación: (2003)

The meaning of the term “bilingualism” is highly subjective and in need of clarification in this context because it is used to refer to varying degrees of language proficiency in very different linguistic contexts. Moreover, it generates a highly charged emotional, political, and socio-psychological connotation (Crystal, 1994) among people. Harris and Hodges (1995) define the term bilingualism as “the ability to speak or understand with some degree of proficiency a language besides one’s native language” (p. 19).

### Discussion within the context of Puerto Rico

Although the teaching and learning of English has been a priority in terms of allocated funds and policy making over the past 100 years, various studies have shown that the results of these efforts have not been encouraging and are rather limited. Resnick (1993) indicated, that the conflict between “government planning for bilingualization and social pressure for monolingualism” (p. 259) impedes the use of the psychologically highly charged term “bilingual”. Therefore, “Puerto Rico’s language policy must acknowledge and justify the primary status of Spanish as the ancestral vernacular and the [primary] language of normal interaction in almost all domains” (Velez, 2002, p.8). However, he continues, “the official status of English [as a second language] should be recognized” because of its political, financial and economic ties to the United States (ibid.).

As mentioned above, English has been taught in Puerto Rico “as a second language”

(ESL). The teaching and learning environment of English does not fall within the traditional ESL teaching paradigm.

Generally, the target language is not spoken and used for communication outside the classroom. However, by moving away from the traditional definition of teaching and learning ESL and stressing the meaning of “second\* as sequential in terms of the timing, i.e., sequence of language acquisition, we can move away from the traditional concept and its



various emotionally and politically charged connotations. In this way, we can clarify and establish the order of acquisition of L1

## **ENGLISH PROGRAM**

Michael Long (1996) takes this acquisition model one step further when he emphasizes the pivotal role of interaction and input in the L2 acquisition process. According to Long, conversation and other forms of interactive communication is the key to success in acquiring linguistic rules in the target language. Brown (2000), points out that through “the curriculum ... principles of awareness, autonomy, and authenticity lead the learner into Vygotsky’s (1978) zone of proximal development (ZPD) where learners construct the new language through socially mediated interaction” (p. 287).

### **Application of the constructivist approach to L2 teaching and learning**

From a constructivist view of teaching and learning, knowledge and meaning are not imparted by the teacher to the students, but rather created collectively by learners and teachers. Together, they might use a variety of approaches and methods as well as authentic materials that they may have created and written, in part, themselves. The learning and teaching is learner-centered and students learn how to learn. Some of these approaches reflect Paolo Freire’s participatory approach and the whole language approach, to name just these two in this section. Jack Richards ((2001) points out that constructivists emphasize that learning involves active construction and testing of one’s own representation of the world and accommodation of it to one’s personal conceptual framework. All learning is seen to involve relearning and reorganization of one’s previous understanding and representation of knowledge. (Roberts 1998, p. 23 in Richards, p. 117)

According to Lugo & Medina (2003) “[s]tudents should be taught from a contextualized approach and the content of study should reflect the student’s environment and pertinent reality” (p. 11).

In terms of L2 teaching and learning in Puerto Rico, the constructivist approach translates into an anxiety free classroom atmosphere where the target language, English, translates into an anxiety free classroom atmosphere where the target language, English, is used to communicate among a group of L2 learners and the teacher as a facilitator for genuine communication. Authentic language material is used, reflecting the L2 learners’ values and interests, material that was developed and designed for these learners and with these learners in mind. Some of the materials may be created by the learners themselves to increase the learners’ interest and involvement as well as their linguistic level. Cooperative

and small group work is encouraged and learning is reinforced through constructive feedback from peers and the teacher. Communicative language teaching as well as project-based learning are emphasized and individual learner's strengths are used to assist others in their learning (Vygotsky, 1978).

### **CURRICULUM FRAMEWORK**

These aspects are for the most part incorporated in Stephen Krashen's Second Language Acquisition Theory. It consists of a number of hypotheses concerning (a) the distinction between L2 acquisition (subconscious) and L2 learning (conscious); (b) the Monitor which is active in L2 learning, yet not part of L2 acquisition; (c) the Natural Order in which language rules are acquired in a predictable or "natural" way; (d) the Input hypothesis which stresses the importance that the learner comprehends target language input (through listening and reading) and that the input be slightly beyond the learner's current L2 level ( $i + 1$ ). This caveat is necessary so that the learning situation is challenging enough to keep the L2 learner interested and cognitively active. Lastly yet certainly not least is (e) the Affective Filter hypothesis. The hypothesis emphasizes that successful L2 learning environments must be free from stress and anxiety. It must be reassuring while respecting the L2 learner's desire to learn and acquire the target language. For a conceptualization of Krashen's L2 Acquisition Theory.

### **Interdisciplinary Themes**

A knowledge view and curriculum approach that consciously applies methodology and language from more than one discipline to examine a central topic, issue, problem or work.

### **Standard Based Education (SBE)**

1. Standard Based Learning provides the foundation for 21st Century Learning Opportunities that prepare students for today, tomorrow and the future
2. Provides a fair and objective way to evaluate students based on what they have learned while providing appropriate level of challenge and rigor.
3. Offers teachers a powerful system for teaching.
4. Helps parents be knowledgeable participants in their students' education.

### **Transversal Themes**

Puerto Rico *Core Standards*  
English Program 2014

Transversal themes are a series of learning elements integrated within the different areas of knowledge, embracing present day social issues that schools should not inhibit from, and become part of. Developing Civic and Ethical Education, Cultural Identity, School to Work, Education for Peace, Environmental Education, and Technological Education.

These are seen as bridges between popular and scientific knowledge connection with the social reality of our students. (Moreno, 1993)

Note that these are salient global themes and should be incidentally discussed by the teacher on a daily basis to their students. Certainly not least is (e) the Affective Filter hypothesis. The hypothesis emphasizes that successful L2 learning environments must be free from stress and anxiety.

#### **Teaching Resources:**

The current Circular Letter, in compliance with lesson planning in any of its formats is a mandatory document, which teachers are to comply with at all times.

Ensures academic learning and the teaching processes compliance

- Daily Planning
- Unit planning

#### ***Current Circular Letter Elements***

- Date and Subject of study
- General Strategies, PCEA and its phases.
- ECA: Exploration, Conceptualization, Application
- Reading Trilogy: Before, During, After
- Integration of Transversal themes across the Curricula
- Taxonomies: (Anderson, Bloom, Marzano, Simpson or Webb)
- Taxonomy level (I – IV)
- Assessment Resources
- Objectives and Assessments / Current Standards and Expectations

***Lesson's Objectives***

- Conceptual – (What is being taught?)
- Procedural – (How is being taught?)
- Attitudinal (Meta-Cognitive Processes)

***Educational Processes***

- Initial Activities
- Developmental Activities
- Closing Activities

***Accommodations or modifications***

Reflection over the praxis (Daily teacher's reflection over the events during the lesson)

***Materials and resources***

Assignments/Homework: Optional, but is always recommended to follow up on the skills taught and develop sense of urgency, responsibility and commitment towards the teaching/learning process. It is also a helpful assessment.

**SUGGESTIONS FOR PLANNING WITH GRADE-LEVEL  
EXPECTATIONS**

Instructional	Opportunities	Formative
<ul style="list-style-type: none"> <li>• Read Alouds</li> <li>• Role Playing</li> <li>• Discussions</li> <li>• Field Trips</li> <li>• Phonics and Phonemic Awareness Activities</li> <li>• Fluency Development-Reader's Theater, Echo Reading, Oral Cloze, Choral Reading</li> <li>• Teacher Modeling, Think Alouds, Direct Instruction</li> <li>• Vocabulary Exploration</li> <li>• Listening to Fluent Speakers</li> <li>• Answers questions, follows and completes commands and directions</li> <li>• Shared, Guided, Paired, Independent Reading</li> <li>• Videos</li> <li>• Guest Readers and Speakers</li> <li>• Performances, Poetry Readings</li> <li>• Literary Panels and Debates</li> <li>• Research, use of latest technology, and visits to library</li> <li>• Author and student models</li> <li>• Peer Edits</li> <li>• The Writing Process</li> <li>• Comprehension Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Rubrics</li> <li>• Projects</li> <li>• Unit Tests</li> <li>• Quizzes</li> <li>• Speeches</li> <li>• Reports and Research papers</li> <li>• Small-Group Discussion Responses</li> <li>• Word Per Minute Fluency Assessments</li> <li>• Oral Reading Fluency Assessments</li> <li>• Writing Process Tasks</li> <li>• Scavenger Hunts</li> <li>• Graphic Organizers</li> <li>• Short and Extended Written Responses</li> <li>• Cooperative Learning Tasks</li> <li>• Inquiry-Based Research Projects</li> <li>• Powerpoint Presentations</li> <li>• Peer and Self Assessments</li> <li>• Portfolios, Reading Logs, and Writing Logs</li> <li>• Anecdotal Records</li> <li>• Observations</li> <li>• Journals, Diaries</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness to risk using English to communicate</li> <li>• Understanding that reading is a means of increasing knowledge and acquiring experience</li> <li>• Satisfaction and pride in preparing neat, well developed written work</li> <li>• Willingness to appreciate suggestions and feedback from teachers and classmates</li> <li>• Desire to share and learn with others</li> <li>• Relates cultural diversity to self</li> <li>• Uses reading to relate to self and world</li> <li>• Awareness of the joy that literature connects us to other cultures as well as our own</li> </ul>

## **Appendix B: Guidelines in Developing a Rubric**

The rubric is an authentic assessment tool that is useful in assessing complex and subjective criteria. It is a formative type of assessment since it becomes an ongoing part of the teaching and learning process. Students are involved in the assessment process through both peer and self-assessments. As students become more familiar with rubrics, they should be allowed to participate in designing the rubric. This empowers students and encourages them to become more focused and self-directed.

### **Advantages of using rubrics**

- allow assessment to be more objective and consistent.
- Clarify criteria in specific terms.
- Students will know exactly how their work will be evaluated and what is expected of them.
- Provides benchmarks against which to measure and document progress.

### **Rubrics have the following common features**

- Focuses on measuring a stated objective.
- Uses a range to rate performance.
- Contains specific performance characteristics

### **Building a Rubric**

(Adapted from: Instructional Technology Home Page)

- Review the content standards that the unit is meant to address.
- Review the criteria that will be used to judge the student's product or performance and make sure that they match the standards.
- Make a frame by deciding on the major categories and sub-categories that the rubric will address.
- Describe the four different levels of performance that match each criterion. It is recommended that the highest level of performance be described first and then work down to the lowest level. Write clear, concise specifications based on criteria that are observable.

## **Appendix C: Suggested Teaching Techniques and Activities**

### ***Scaffolding***

The teacher provides meaningful support and guidance needed for the student's learning growth toward each learning objective. Also, the teacher uses questioning techniques to elicit experiences that relate to his/her native culture.

The teacher rephrases with words the student understands and uses pictures to adapt the questioning techniques.

### ***Shelter***

The teacher introduces new content by using visual aids, music, and other aids.

The student will be observed to note which topics come easily and which ones will require more support.

### ***Total Physical Response***

As much as possible, the teacher links language learning to enable the student to make a physical response. This technique ties in to various learning styles and is fun for the student.

### ***Reciprocal Teaching***

To help the student complete a task, the teacher presents an interactive lesson, assesses the student's response for comprehension, and then restructures the the lesson to correct the student's initial response. This strategy is beneficial since it demonstrates how to learn. The student's self-esteem is enhanced by control over the learning situation.

### ***Critical Thinking Questions***

The teacher encourages the student to ask and answer questions that start with the words "why" and "how."

### ***Direct Instruction***

The teacher uses explicit teaching of a skill through explanation and demonstration.

### ***Hands-on Experiences***

The student is given opportunities to complete activities that he/she can demonstrate and describe orally.

### ***Teaching Techniques***

The teacher needs to simplify instructions, connect the instruction to the native culture, and use graphic organizers to allow access of information. Some examples are controlled language, labeling, vocabulary word banks, flash cards, and discussions.

***Oral Cloze***

The teacher uses oral cloze, as during shared reading, to keep the students active and accountable. As the teacher reads to the students modeling fluent reading, he/she omits chosen words. Students choral in with the word omitted.



## **Appendix D: Reading Strategies**

### ***Making Connections***

Making connections begins with activating prior knowledge in order for the reader to connect to the topic, theme, character, or situation. There are three types of connections:

- Text-to-self
- Text-to-text
- Text-to-world

### ***Questioning***

Questioning is the strategy a reader uses to clarify understanding, question the author, establish a purpose, and build meaning throughout a piece of text.

Questioning helps move reading along as the reader searches for the answers to his/her own questions.

### ***Visualizing***

Creating pictures as a reader progresses through text supports bringing life to the words on the page. Visualizing is most often described as creating mental images.

### ***Making Inferences***

Making inferences is the strategy of using text clues with prior knowledge to comprehend an underlying idea or theme. This strategy is most often known as “reading between the lines.”

### ***Determining Importance***

Determining importance is more than reading for details. It is deciding significant from insignificant. As a reader thinks through the text, he/she determines relevance and evaluates the text in order to make the decision of what has to be retained based on the purpose set for reading.

### ***Synthesizing Information***

Synthesizing is the strategy that enables readers to change their thinking after reading further into a piece of text or reading several different texts. Synthesizing is a process of creating new meaning by combining new information with prior knowledge.

*Adapted from Strategies That Work by Stephanie Harvey*

## **Appendix E: Writing Forms and Strategies**

### ***Six Traits***

Six Traits is the writing approach based on the premise that students who learn to “read” their own writing gain the devices to revise with a purpose and edit with focus. The six traits are as follows:

- Ideas Information to support writing
- Organization The structure of the writing
- Voice The writer’s personality and individuality
- Word Choice The task of selecting words that fit the audience, topic, and purpose
- Sentence Fluency The sound and rhythm of language created by the way sentences are woven together and the effects of tone and voice
- Conventions Spelling, grammar and usage, capitalization, punctuation, and presentation

### ***Writer’s Workshop***

Writer’s workshop builds a student’s fluency in writing through systematic, continuous exposure to the writing process. This is an interdisciplinary writing technique. This process can begin at the elementary grade level and continue to develop throughout high school.

### **Descriptive Writing**

Descriptive writing is a style of writing that describes a person, place or thing in such a way that a picture is formed in the readers mind, capturing an event that pays close attention to details by using all of the five senses.

- Paragraphs
- Essays
- Poetry
- Biographies
- Dairy

### ***Narrative Writing***

Narrative writing is the form that tells a story. Narrative writing is not just fiction, but also nonfiction when the writer recounts a life story. A writer does not just write about events, but establishes a connection with the audience as he/she expresses thoughts and feelings. This writing is highly personal. Examples of narrative writing are:

- Novels
- Short Stories
- Diaries
- Journals
- Biographies

### ***Expository Writing***

Expository writing is the form used to explain and inform. This form of writing explores a topic of interest and can be both formal and informal. Examples of expository writing are:

- Journal Articles
- How-to Manuals
- Cookbooks
- Magazine Articles
- Textbooks

### ***Persuasive Writing***

Persuasive writing is the form that guides a reader's thinking through well-developed arguments and compelling evidence and examples. Examples of persuasive writing are:

- Letters to the Editor
- Editorials
- Restaurant Reviews
- Critiques
- Debates

## **Appendix F: Listening Strategies**

### ***Visual Aids***

Visual aids such as photographs, drawings, posters, and videos provide an opportunity for students to explore known images as well as develop new mental images to discuss in the context of previewing text and setting the purpose for learning.

### ***Realia***

Realia is using real objects and materials to explicitly demonstrate a concept that are abstract. Students can then relate the instruction to real life experiences and prior knowledge.

### ***Manipulative Materials***

Hands-on activities and materials build background and context. Manipulatives may include gestures, body language, and supportive speech patterns.

### ***Repetition and Oral Routines***

Repetition helps build vocabulary as students are provided ample time to hear correct pronunciation and time to practice words.

### ***Small-Group Discussions***

Discussing learned concepts provides time for students to have adequate practice speaking the language in a controlled, safe environment.

### ***Role Playing***

Role playing is a simulation technique that enables the student to practice language and behavioral skills in a safe-environment that is motivating and relevant to the age of the learner.

## Appendix G: Technology in the English Classroom

Technology does not replace instruction from master teachers nor does it work in isolation. Technology in the classroom is meant to enhance engagement, accelerate learning, and benefit the total learning process. The use of 21<sup>st</sup> century technology will support advancing instruction with all standards and grade level expectations. For today's learners, it is essential for the educator to be proficient in the latest technical tools.

### ***Classroom Tools***

- Laptops
- Internet Access
- PowerPoint
- Smart Boards
- DVD Players
- Audio Books
- E-Books
- Interactive Readers

### ***Top Teacher Websites***

- BrainyQuote <http://www.brainyquote.com/>
- National Geographic <http://www.nationalgeographic.com>
- Stop Bullying Now! <http://www.stopbullyingnow.hrsa.gov/>
- Englishclub.com ESL Lesson Plans <http://www.englishclub.com/eslesson-plans/index/htm>
- Internet TESL Journal for Teacher of ESL <http://iteslj.org/>
- Yahoooligans! <http://www.yahoooligans.com/>
- Google <http://www.google.com>
- Grammar Now! <http://grammarnow.com/>
- National Council Teachers of English <http://www.ncte.org>
- International Reading Association <http://www.ira.org>

## Appendix H: Editing Marks

### Editing Marks

The following is a list of editing marks used in the ESL test.

Symbol	Meaning	Symbol	Meaning
≡	capitalize	“”	insert double quotation marks
?	confusing or unclear	/	make lower case letter
✂	delete	¶	new paragraph
frag.	fragment	<del>that</del>	not needed/delete
^	insert	~	reverse order/transpose
^,	insert a comma	R/O	run-on sentence
⊙	insert a period	SP becuz	spelling error
ˆ	insert apostrophe		

Never use the “not needed/delete” mark together with the “take out or delete” mark.

