

WISCONSIN STANDARDS FOR **English Language Arts**



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Foreword

On May 27, 2020, I formally adopted the *Wisconsin Standards for English Language Arts*. This revised set of academic standards provides a foundational framework identifying what knowledge and skills Wisconsin students in English language arts should learn at different grade levels or bands of grades.

The adoption of this revised set of standards was part of a concerted effort led by Wisconsin educators and stakeholders who shared their expertise in English language arts and teaching from kindergarten through higher education. Feedback was provided by the public and the Wisconsin State Legislature for the writing committee to consider as part of Wisconsin’s Academic Standards review and revision process.



English language arts is an essential part of a comprehensive PK-12 education for all students. Through English language arts, Wisconsin students learn to use literacy to understand and improve themselves and their worlds. The knowledge, techniques, and citizenry skills gained through English language arts education in Wisconsin schools supports the Wisconsin Department of Public Instruction’s vision of helping all students become college and career ready.

Wisconsin’s 2020 standards for English language arts focus on ensuring every student has the ability to comprehend and create text because it is the primary way we share information and ideas. To comprehend and create texts, students need instruction in comprehension, writing, speaking, listening, and reading foundational skills. To this end, Wisconsin’s Standards for English Language Arts result in the following:

- a. Wisconsin’s youngest students will learn reading foundational skills – including developing an understanding of phonics through explicit, systematic instruction – in order to comprehend and create text.
- b. Wisconsin students will be flexible writers, composing a variety of formal, creative, and reflective writing.
- c. Wisconsin students will understand how language functions in different contexts and cultures, strategically using English based on audience, task, and purpose.

The knowledge and skills described in these revised set of standards provide a framework with actionable indicators for English language arts classroom experiences. The Wisconsin Department of Public Instruction will continue to build on this work to support implementation of the standards with resources for the field.

I am excited to share the *Wisconsin Standards for English Language Arts*, which aim to build skills, knowledge, and engagement opportunities for all Wisconsin students.

Carolyn Stanford Taylor
State Superintendent

Acknowledgements

The Wisconsin Department of Public Instruction (DPI) wishes to acknowledge the ongoing work, commitment, and various contributions of individuals to revise our state’s academic standards for English Language Arts. Thank you to the State Superintendent’s Standards Review Council for their work and guidance through the standards process. A special thanks to the English Language Arts Writing Committee for taking on this important project that will shape the classrooms of today and tomorrow. Thanks to the many staff members across the division and other teams at DPI who have contributed their time and talent to this project. Finally, a special thanks to Wisconsin educators, businesspeople, parents, and citizens who provided comment and feedback to drafts of these standards.

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Section I

Wisconsin's Approach to Academic Standards

Purpose of the Document

The purpose of this guide is to improve English Language Arts education for students and for communities. The Wisconsin Department of Public Instruction (DPI) has developed standards to assist Wisconsin educators and stakeholders in understanding, developing and implementing course offerings and curriculum in school districts across Wisconsin.

This publication provides a vision for student success and follows [The Guiding Principles for Teaching and Learning \(2011\)](#). In brief, the principles are:

- a. Every student has the right to learn
- b. Instruction must be rigorous and relevant.
- c. Purposeful assessment drives instruction and affects learning.
- d. Learning is a collaborative responsibility.
- e. Students bring strengths and experiences to learning.
- f. Responsive environments engage learners.

Program leaders will find the guide valuable for making decisions about:

- a. Program structure and integration
- b. Curriculum redesign
- c. Staffing and staff development
- d. Scheduling and student grouping
- e. Facility organization
- f. Learning spaces and materials development
- g. Resource allocation and accountability
- h. Collaborative work with other units of the school, district and community

What Are the Academic Standards?

Wisconsin Academic Standards specify what students should know and be able to do in the classroom. They serve as goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. In Wisconsin, all state standards serve as a model. Locally elected school boards adopt academic standards in each subject area to best serve their local communities. We must ensure that all children have equal access to high-quality education programs. Clear statements about what students must know and be able to do are essential in making sure our schools offer opportunities to get the knowledge and skills necessary for success beyond the classroom.

Adopting these standards is voluntary. Districts may use the academic standards as guides for developing local grade-by-grade level curriculum. Implementing standards may require some school districts to upgrade school and district curriculums. This may result in changes in instructional methods and materials, local assessments, and professional development opportunities for the teaching and administrative staff.

What is the Difference between Academic Standards and Curriculum?

Standards are statements about what students should know and be able to do, what they might be asked to do to give evidence of learning, and how well they should be expected to know or do it. Curriculum is the program devised by local school districts used to prepare students to meet standards. It consists of activities and lessons at each grade level, instructional materials, and various instructional techniques. In short, standards define what is to be learned at certain points in time, and from a broad perspective, what performances will be accepted as evidence that the learning has occurred. Curriculum specifies the details of the day-to-day schooling at the local level.

Developing the Academic Standards

DPI has a transparent and comprehensive process for reviewing and revising academic standards. The process begins with a notice of intent to review an academic area with a public comment period. The State Superintendent's Standards Review Council examines those comments and may recommend revision or development of standards in that academic area. The state superintendent authorizes whether or not to pursue a revision or development process. Following this, a state writing committee is formed to work on those standards for all grade levels. That draft is then made available for open review to get feedback from the public, key stakeholders, educators, and the Legislature with further review by the State Superintendent's Standards Review Council. The state superintendent then determines adoption of the standards.

Aligning for Student Success

To build and sustain schools that support every student in achieving success, educators must work together with families, community members, and business partners to connect the most promising practices in the most meaningful contexts. The release of the *Wisconsin Standards for English Language Arts* provides a set of important academic standards for school districts to implement. This is connected to a larger vision of every child graduating college and career ready. Academic standards work together with other critical principles and efforts to educate every child to graduate

college and career ready. Here, the vision and set of Guiding Principles form the foundation for building a supportive process for teaching and learning rigorous and relevant content. The following sections articulate this integrated approach to increasing student success in Wisconsin schools and communities.

Relating the Academic Standards to All Students

Grade-level standards should allow ALL students to engage, access, and be assessed in ways that fit their strengths, needs, and interests. This applies to the achievement of students with IEPs (individualized education plans), English learners, and gifted and talented pupils, consistent with all other students. Academic standards serve as the foundation for individualized programming decisions for all students.

Academic standards serve as a valuable basis for establishing concrete, meaningful goals as part of each student's developmental progress and demonstration of proficiency. Students with IEPs must be provided specially designed instruction that meets their individual needs. It is expected that each individual student with an IEP will require unique services and supports matched to their strengths and needs in order to close achievement gaps in grade-level standards. Alternate standards are only available for students with the most significant cognitive disabilities.

Gifted and talented students may achieve well beyond the academic standards and move into advanced grade levels or into advanced coursework.

Our Vision: Every Child a Graduate, College and Career Ready

We are committed to ensuring every child graduates from high school academically prepared and socially and emotionally competent. A successful Wisconsin student is proficient in academic content and can apply their knowledge through skills such as critical thinking, communication, collaboration, and creativity. The successful student will also possess critical habits such as perseverance, responsibility, adaptability, and leadership. This vision for every child as a college and career ready graduate guides our beliefs and approaches to education in Wisconsin.

Guided by Principles

All educational initiatives are guided and impacted by important and often unstated attitudes or principles for teaching and learning. [The Guiding Principles for Teaching and Learning \(2011\)](#) emerge from research and provide the touchstone for practices that truly affect the vision of [Every Child a Graduate Prepared for College and Career](#). When made transparent, these principles inform what happens in the classroom, direct the implementation and evaluation of programs, and most importantly, remind us of our own beliefs and expectations for students.

Ensuring a Process for Student Success

For Wisconsin schools and districts, implementing the [Framework for Equitable Multi-Level Systems of Supports \(2017\)](#) means providing equitable services, practices, and resources to every learner based upon responsiveness to effective instruction and intervention. In this system, high-quality instruction, strategic use of data, and collaboration interact within a continuum of supports to facilitate learner success. Schools provide varying types of supports with differing levels of intensity to proactively and responsibly adjust to the needs of the whole child. These include the knowledge, skills and habits learners need for success beyond high school, including developmental, academic, behavioral, social, and emotional skills.

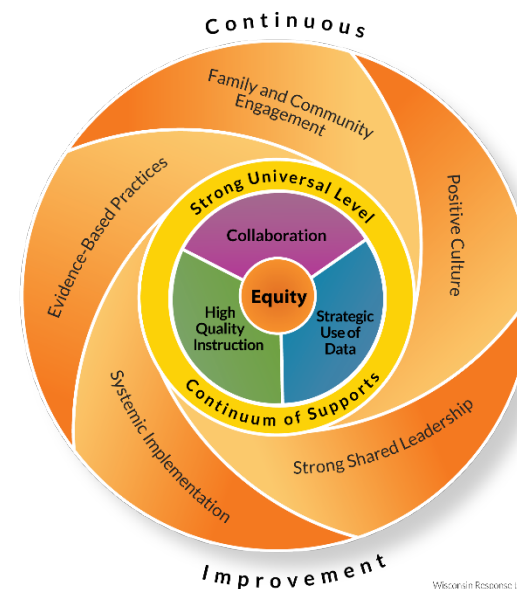
Connecting to Content: Wisconsin Academic Standards

Within this vision for increased student success, rigorous, internationally benchmarked academic standards provide the content for high-quality curriculum and instruction and for a strategic assessment system aligned to those standards. With the adoption of the standards, Wisconsin has the tools to design curriculum, instruction, and assessments to maximize student learning. The standards articulate what we teach so that educators can focus on how instruction can best meet the needs of each student. When implemented within an equitable multi-level system of support, the standards can help to ensure that every child will graduate college and career ready.

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Section II

Wisconsin Standards for English Language Arts

What is English Language Arts Education?

Wisconsin's Guiding Principles for Teaching and Learning (Wisconsin Department of Public Instruction, 2010) provide important guidance for approaching the discipline of English language arts. Within the discipline, each of the six guiding principles has specific implications for equity, pedagogy, instruction, and assessment. English language arts educators should consider how the six guiding principles can influence their approach to the discipline.

Wisconsin's Standards for English Language Arts include four distinct areas: reading, writing, speaking and listening, and language. However, certain foundations of the discipline connect all standards across these four areas at a more conceptual level. To further connect the standards, and to make explicit the foundational underpinnings of the discipline of English language arts, Wisconsin has developed several broad emphases of English language arts to consider. They are:

- **English language arts is an integrated discipline.** Though the standards are separated into sections, the processes of reading, writing, speaking, listening, viewing, and representing happen in a connected way and are intended to be taught as such, in rich and authentic learning contexts.
- **English language arts instruction builds an understanding of the human experience.** The discipline of English language arts celebrates the richness and complexity of literature, drama, speech, and language while providing a window to the human experience. Through rigorous textual analysis and text creation, students grapple with moral, philosophical, and aesthetic facets of humanity, which inform, persuade, and narrate our lives and help us understand the experiences of others. These understandings ensure students graduate not only ready for college and career but also ready to be thinking and feeling world citizens.
- **Literacy is an evolving concept, and becoming literate is a lifelong learning process.** As society and technology change, so does literacy. Literacy evolves as widening perspectives change the way we read, write, speak, listen, view, and represent. Students begin the process of becoming literate long before entering a classroom, and they continue this process in every classroom throughout their formal schooling and long after formal schooling is completed. Literacy attainment, and especially early literacy attainment, is strengthened by responsive learning environments that include research-based core programs, strong intervention systems, and multiple ways of monitoring what learners know and are able to do. Knowing this, all educators must see themselves as both literacy teachers and literacy learners.
- **Critical thinking and problem solving, communication, collaboration, and creativity are aspects of effective English language arts instruction and attributes desired for Wisconsin graduates.** Wisconsin's commitment to ensuring 21st century skills are embedded aspects of English language arts is ongoing. This skill development strengthens English language arts instruction, and student mastery of these skills is important to Wisconsin's conception of college and career readiness and to ensuring students access the discipline of English language arts in rich and meaningful ways.

- **Literacy, language, and meaning are socially constructed and are enhanced by multiple perspectives.** A rich diversity of texts, language uses, viewpoints, and critical discussions are important for building knowledge in Wisconsin English language arts classrooms. Exposure to different genres and text types and access to multiple and global perspectives provide a venue to explore and analyze the world.

English Language Arts Education in Wisconsin

Wisconsin's Standards for English Language Arts provide a description, or portrait, of students who have met the standards in reading, writing, speaking, listening, and language.

These standards articulate end-of-grade level expectations. Some students—including students with disabilities, students with gifts and talents, and English language learners—may benefit from additional supports or challenges. Some barriers to learning and engagement can be minimized through Universal Design for Learning (UDL). In addition, learning can be personalized through collaboration between educators, school staff, families, and students.

Students in Wisconsin:

- **Demonstrate independence.** Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker's key points, request clarification, and ask relevant questions. Students build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standardized English to meet communicative goals and acquire and use a wide-ranging vocabulary. More broadly, students become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.
- **Build strong content knowledge.** English language arts is its own discipline or content area; as such, it teaches students knowledge, skills, and behaviors unique to the discipline. This includes understanding and creating texts for a variety of audiences, tasks, and purposes. In addition, students learn to notice, appreciate, and use language in ways that exemplify the “art” of English language arts, including reading and creating works of fiction. Students, particularly in the early grades, also learn the mechanics of reading, writing, and language use (such as reading foundational skills, handwriting or typing, and basic grammar and conventions). As students progress through school, students apply these skills across disciplines to deepen understanding of subject matter (through reading, viewing, and listening) and to share what is learned (through writing and speaking).
- **Respond to the varying demands of audience, task, purpose, and discipline.** Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purposes for reading, writing, speaking, listening, and language use as warranted by the task. They

appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning.

- **Comprehend as well as critique.** Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.
- **Value evidence.** Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.
- **Use technology and digital media strategically and capably.** Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn in other ways. Students are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.
- **Come to understand other perspectives and cultures.** Students appreciate that the 21st century classroom and workplace are settings in which people from often widely divergent cultures representing diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening. Students are able to communicate effectively with people of varied backgrounds and are able to explain their intentional language choices to achieve their communicative goals. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can meaningfully inhabit worlds and have experiences much different from their own.

Standards Structure

Wisconsin's Standards for English Language Arts include the following strands:

- Reading (including reading foundational skills, abbreviated "RF"), abbreviated "R"
- Writing, abbreviated "W"
- Speaking and Listening, abbreviated "SL"
- Language, abbreviated "L"

Each strand includes anchor standards, which express what college and career readiness looks like for a particular standard. Grade-level (kindergarten through grade 8) or grade-band (grades 9 - 10 and grades 11 - 12) state end-of-grade expectations and form a staircase to build toward the anchor standard.

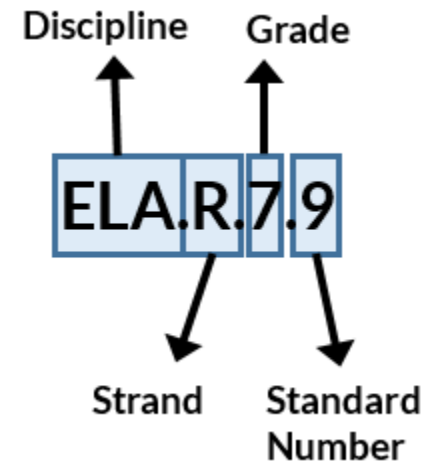
The standards are coded as follows:

Strand.Grade Level.Standard Number

For example:

R.7.9 R = Strand (reading) 7 = Grade-level 9 = Standard Number

Reading, Grade 7, Standard 9



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Section III

Discipline: English Language Arts

Standards

These revised state standards (2020), Wisconsin’s previous standards (2010), and research recognize that every student needs to comprehend text. To achieve this, all students need instruction in comprehension, writing, speaking, listening, and reading foundational skills, including explicit and systematic phonics instruction. The following chart provides Wisconsin educators with a broad understanding of the major emphases in each strand of *Wisconsin’s Standards for English Language Arts*.

These general emphases provide educators with a beginning point for critical conversations about the impact of *Wisconsin’s Standards for English Language Arts* on curriculum, instruction, and assessment. The general emphases are intended to be used alongside the standards.

Wisconsin’s Standards for English Language Arts provide schools/districts with opportunities to make local decisions about curriculum, materials, and assessment, including genres to read and write and specific texts to study. When examples are included, they are intended to be a brief list—not inclusive of all that could be learned.

Overall Structure of the Document:

Literate individuals adapt their communication in relation to audience, task, and purpose, making intentional choices about reading, writing, speaking, listening, and language based on audience and purpose. Learning experiences should be rigorous and varied in order to ensure students can apply all standards to a variety of texts, tasks, and contexts.

Efforts have been made in all strands of the standards to ensure the standards promote educational equity. Examples include:

- Use of the term “standardized English” as opposed to “standard English.” Different situations, audiences, and contexts call for different forms of language. What is considered “correct” or “standard” in a particular situation changes over time (Hudley, Anne H. Charity and Mallinson, Christine, 2011).
- Inclusion of the term “code-meshing” as opposed to “code switching.” Code-meshing involves the intentional incorporation of more than one language within writing or speaking to exploit and blend language differences for effect or to reach communicative goals (Young, 2014).
- Inclusion of the term “communicative competence,” which broadly refers to the knowledge of how to adjust one’s writing or speech to the specific audience, task, and purpose, and which requires knowledge of more than just one single version of English (Smagorinsky, 2015).

Disciplinary Literacy

In Wisconsin, disciplinary literacy is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically, and perform in a way that is meaningful within the context of a given field.

As a discipline, there are many contexts within English language arts requiring unique understanding and application of knowledge, skills, and experiences. Text is defined broadly as any communication involving language. Texts can be spoken, written, or visual (listened to, read, or viewed), highlighting the integrated nature of the discipline, often merging the ability to read, write, listen, speak, think critically, and perform in meaningful ways. With the help of English language arts educators, students must navigate the language and text practices in order to communicate effectively within the language arts.

Visit <https://dpi.wi.gov/ela/disciplinary-literacy> for more information on disciplinary literacy in English language arts.

<p>Reading</p> <ul style="list-style-type: none"> • There are nine reading standards; the majority apply to both literary and informational text (rather than separate standards for literary and informational text). • Foundational reading skills are specifically defined (K - 5). • Text complexity includes quantitative (numeric), qualitative, and reader and task considerations. Students develop independence in reading increasingly complex texts. 	<p>Writing</p> <ul style="list-style-type: none"> • There are nine writing standards; the first three standards focus on text types and purposes and emphasize writing for a broader audience. • The production and distribution of writing strand focuses on the production of clear and coherent writing. • The inquiry to build and present knowledge strand focuses on a more student driven inquiry process that supports analysis, reflection and inquiry.
<p>Speaking and Listening</p> <ul style="list-style-type: none"> • There are five speaking and listening standards; three standards focus on listening and two focus on speaking. • Emphasis is on communication appropriate to task, purpose, and situation, while being able to explain intentional language choices. 	<p>Language</p> <ul style="list-style-type: none"> • There are six language standards; one standard focuses on developing knowledge of language and how language functions differently depending on context; three standards focus on vocabulary acquisition and use; two standards focus on developing understanding of conventions of standardized English for contextually appropriate use. • Emphasis is on understanding how language functions differently depending on culture, context, and intended impact, and being able to explain language choices.

Overarching Statements: Variety and flexibility in literacy

Wisconsin's 2010 standards for English language arts included a reading standard and a writing standard focused on range of reading and writing. Wisconsin's current standards for English language arts continue to emphasize the importance of variety and complexity of language experiences by including statements applicable to each strand of the standards focused on complexity but also the varying demands of audience, task, purpose, and discipline.

Overarching Statements:

Literate individuals are flexible; they respond to the varying demands of audience, task, purpose, and discipline.

Literate individuals adapt their communication in relation to audience, task, and purpose, making intentional choices about reading, writing, speaking, listening, and language. In addition, literate individuals read, write, speak, listen, and use language for enjoyment and self-exploration. The knowledge and skills developed through grade-level standards lead toward lifelong literacy, including the ability to meet the changing literacy demands of a contemporary, democratic society.

Reading Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.	Writing Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
Speaking and Listening Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.	Language Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

The statements appearing above require learners to engage with and create a wide variety of texts. Their experiences as readers, writers, speakers, listeners, and users of language should be wide and varied. In addition, consideration should be given to the complexity of texts and topics. Texts and topics are intentionally selected to develop content knowledge and provide challenges but also to serve as windows and mirrors (Johnson, N.J., Koss, M.D., and Martinex, M., 2017; Sims, Bishop, R., 1990) and engage all learners.

Reading Foundational Skills Standards - Introduction

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

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Please reference Appendix 2 - Foundational Skills for definitions, explanations, and further examples of decoding, encoding, fluency, phonological awareness, phonemic awareness, the progression of skills, consonants, vowels, syllables and syllable patterns, and morphemes.

Strand: Reading Foundational Skills

Print Concepts - Kindergarten	Print Concepts - Grade 1	
<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize spoken words are represented in written language by specific sequences of letters. c. Understand words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. 	<p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 	<p>Not applicable in grade 2.</p>
Phonological Awareness - Kindergarten	Phonological Awareness - Grade 1	Phonological Awareness - Grade 2
<p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). e. Add, delete, or substitute individual sounds (phonemes) in simple one-syllable words to make new words. 	<p>RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Add, delete, and substitute individual sounds (phonemes) in simple one-syllable words to make new words, including initial, final, medial, consonant blends, short vowel sounds, and long vowel sounds.

Strand: Reading Foundational Skills

Phonics and Word Recognition - Kindergarten	Phonics and Word Recognition - Grade 1	Phonics and Word Recognition - Grade 2
<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <p>Related to language standards: L.K.6c Phonetically spell simple words drawing on knowledge of letter-sound relationships. Related to Reading Foundational standards. L.K.6d Writes letters for most consonant and short vowel sounds (phonemes).</p>	<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode and encode regularly spelled one-syllable words (e.g., cat, fox, bet, cup, fit, etc.). c. Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow). d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic (known) patterns by breaking the words into syllables. f. Read words with inflectional endings (i.e., -s, -ed, -ing). g. Recognize and read grade-appropriate irregularly spelled words. <p>Related to language standards: L.1.6d Use conventional spelling for words with common spelling patterns and draw on phonemic awareness and spelling conventions to spell other words phonetically.</p>	<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode and encode regularly spelled one, two, and some three syllable CVC pattern words (e.g., 1 syllable: mat, 2 syllable: picnic, 3 syllable: fantastic, etc.). d. Decode words with common prefixes and suffixes. e. Decode regularly spelled two-syllable words with long vowels. Encode some of these words. <ul style="list-style-type: none"> o Know when to drop the final e when adding an -ing, -ed endings. (Silent-e vowel pattern base word). o Know when to double the final consonant when adding a suffix. -ing, -ed. f. Recognize and read grade-appropriate irregularly spelled words. <p>Related to language standards: See L.2.6 for additional spelling/encoding/word analysis guidance.</p>
Fluency - Kindergarten	Fluency - Grade 1	Fluency - Grade 2
<p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	<p>RF.1.4 Read emergent-reader texts with purpose, understanding, and sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Strand: Reading Foundational Skills

Phonics and Word Recognition - Grade 3	Phonics and Word Recognition - Grade 4	Phonics and Word Recognition - Grade 5
<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words that include all learned syllable patterns (see previous grade level standards for specific targets). d. Read grade-appropriate irregularly spelled words. e. Apply common encoding rules: f. Know when to drop the final e when adding endings. (Silent-e vowel pattern base word). g. Know when to double the final consonant when adding a suffix. <p>See L.3.6 for additional spelling/encoding/word analysis guidance.</p>	<p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <p>See L.4.6 for additional spelling/encoding/word analysis guidance.</p>	<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <p>See L.5.6 for additional spelling/encoding/word analysis guidance.</p>
Fluency - Grade 3	Fluency - Grade 4	Fluency - Grade 5
<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards - Introduction

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Reading those grade-level standards preceding and beyond the grade-level of one's teaching assignment is critical and allows educators to be responsive to students' varied needs of support or extension.

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading informational text, students build a foundation of knowledge that will also give them the background to be better readers. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

ELA is an integrated discipline. Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Anchor Standards for Reading

Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

Key Ideas and Details

Students will:

Anchor Standard R1:

Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Anchor Standard R2:

Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.

Anchor Standard R3:

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

Craft and Structure

Anchor Standard R4:

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.

Anchor Standard R5:

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.

Anchor Standard R6:

Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.

Integration of Knowledge and Ideas

Anchor Standard R7:

Integrate and evaluate content presented in diverse media and formats.

Anchor Standard R8:

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Anchor Standard R9:

Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

Modified from the New York State Education Department (2017)

Strand: Reading K-5

Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

Key Ideas and Details - Kindergarten	Key Ideas and Details - Grade 1	Key Ideas and Details - Grade 2
R.K.1 With prompting and support, develop and answer questions about a text. (RI&RL)	R.1.1 Develop and answer questions about key ideas and details in a text. (RI&RL)	R.2.1 Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)
R.K.2 With prompting and support, retell stories (RL); share key details from a text. (RI)	R.1.2 Identify a main topic or central idea in a text with guidance and support; retell important details. (RI&RL)	R.2.2 Summarize portions of a text in order to identify a main topic or central idea and key details in a text. (RI&RL)
R.K.3 With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text. (RI&RL)	R.1.3 Describe characters, settings, and important events in a story or pieces of information in a text. (RI&RL)	R.2.3 Describe how characters respond to major events and challenges. (RL) Describe the connections between ideas, concepts, or a series of events. (RI)
Craft and Structure - Kindergarten	Craft and Structure - Grade 1	Craft and Structure - Grade 2
R.K.4 With prompting and support, identify specific words that express feelings or content- specific words within a text. (RI&RL)	R.1.4 Identify specific words and phrases that express feeling, appeal to the senses, or content-specific words within a text. (RI&RL)	R.2.4 Explain how specific words and phrases express feelings, appeals to the senses, or determine the meaning of content-specific words within a text. (RI&RL)
R.K.5 Identify literary and informational texts. (RI&RL)	R.1.5 Identify a variety of genres and explain major differences between literary texts and informational texts. (RI&RL)	R.2.5 Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL)
R.K.6 Define the role of the author and the illustrator in presenting the ideas in a text. (RI&RL)	R.1.6 Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)	R.2.6 Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)
Integration of Knowledge and Ideas - Kindergarten	Integration of Knowledge and Ideas - Grade 1	Integration of Knowledge and Ideas - Grade 2
R.K.7 With prompting and support, describe the relationship between illustrations and the text. (RI&RL)	R.1.7 Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)	R.2.7 Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)
R.K.8 With prompting and support, identify specific information to support ideas in a text. (RI)	R.1.8 Identify specific information an author or illustrator gives that supports ideas in a text. (RI)	R.2.8 Explain how specific points the author or illustrator makes in a text are supported by relevant reasons and evidence. (RI)
R.K.9 With prompting and support, compare and contrast two texts; recognize that texts reflect one’s own and others’ culture. (RI&RL)	R.1.9 Compare and contrast two texts; recognize that texts reflect one’s own and others’ culture. (RI&RL)	R.2.9 Compare and contrast key points or perspectives presented in two texts; recognize that texts reflect one’s own and others’ culture. (RI&RL)

RI = Reading Information

RL = Reading Literature

Strand: Reading K-5

Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

Key Ideas and Details - Grade 3	Key Ideas and Details - Grade 4	Key Ideas and Details - Grade 5
R.3.1 Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)	R.4.1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)	R.5.1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
R.3.2 Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL)	R.4.2 Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)	R.5.2 Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
R.3.3 Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. (RL) Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)	R.4.3 Describe a character (traits, motivations, and/or feelings), setting, or event, drawing on specific details in the text. (RL) Explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)	R.5.3 Compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)

RI = Reading Information

RL = Reading Literature

Strand: Reading K-5

Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

Craft and Structure - Grade 3	Craft and Structure - Grade 4	Craft and Structure - Grade 5
R.3.4 Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)	R.4.4 Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&RL)	R.5.4 Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text. (RI&RL)
R.3.5 Identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL) Identify and use text features to build comprehension. (RI)	R.4.5 Identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) Identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)	R.5.5 Explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL) Compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
R.3.6 Discuss how the reader’s point of view or perspective may differ from that of the author, narrator or characters in a text. (RI&RL)	R.4.6 In literary text, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL) In informational text, compare and contrast a primary and secondary source on the same event or topic. (RI)	R.5.6 In literary text, explain how a narrator’s or speaker’s point of view influences how events are described. (RL) In informational text, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)
Integration of Knowledge and Ideas - Grade 3	Integration of Knowledge and Ideas - Grade 4	Integration of Knowledge and Ideas - Grade 5
R.3.7 Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)	R.4.7 Explain how text features (e.g., charts, graphs, diagrams, time lines, animations, and illustrations) contribute to an understanding of the text. (RI&RL)	R.5.7 Analyze how visual and multimedia elements contribute to the meaning of literary and informational texts. (RI&RL)
R.3.8 Explain how claims in a text are supported by relevant reasons and evidence. (RI)	R.4.8 Explain how claims in a text are supported by relevant reasons and evidence. (RI)	R.5.8 Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI)
R.3.9 Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)	R.4.9 Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)	R.5.9 Make informed judgments about quality of text; make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)

RI = Reading Information

RL = Reading Literature

Strand: Reading 6-12

Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

Key Ideas and Details - Grade 6	Key Ideas and Details - Grade 7	Key Ideas and Details - Grade 8
R.6.1 Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)	R.7.1 Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)	R.8.1 Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
R.6.2 Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL)	R.7.2 Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL)	R.8.2 Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL)
R.6.3 In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)	R.7.3 In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)	R.8.3 In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)

RI = Reading Information

RL = Reading Literature

Strand: Reading 6-12

Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

Craft and Structure - Grade 6	Craft and Structure - Grade 7	Craft and Structure - Grade 8
<p>R.6.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)</p>	<p>R.7.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)</p>	<p>R.8.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)</p>
<p>R.6.5 In literary texts, analyze how a sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure and how it contributes to the development of theme, central idea, setting, or plot. (RL)</p> <p>In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)</p>	<p>R.7.5 In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL)</p> <p>In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)</p>	<p>R.8.5 In literary and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme, or central idea. (RI&RL)</p>
<p>R.6.6 In literary texts, identify possible biases, the point of view, and explain how it is developed and conveys meaning in diverse texts. (RL)</p> <p>In informational texts, explain how an author’s geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others. (RI)</p>	<p>R.7.6 In literary texts, analyze how an author develops and contrasts the point of view, possible biases, and the perspectives of different characters or narrators. (RL)</p> <p>In informational texts, explain how an author’s geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others. (RI)</p>	<p>R.8.6 In literary texts, analyze how the differences between the point of view, perspectives, and possible biases of the characters, the audience, or reader create effects such as mood and tone. (RL)</p> <p>In informational texts, explain how an author’s geographic location, identity, and/or culture affect perspective. Analyze how the author addresses conflicting evidence or viewpoints. (RI)</p>

RI = Reading Information

RL = Reading Literature

Strand: Reading 6-12

Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

Integration of Knowledge and Ideas - Grade 6	Integration of Knowledge and Ideas - Grade 7	Integration of Knowledge and Ideas - Grade 8
R.6.7 Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)	R.7.7 Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format’s portrayal of a subject. (RI&RL)	R.8.7 Evaluate the advantages and disadvantages of using different media—print, audio, video, stage, or digital—to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text. (RI&RL)
R.6.8 Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI)	R.7.8 Trace and evaluate the development of an argument and specific claims in a text. Assess whether the reasoning is valid and the evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)	R.8.8 Trace and evaluate an argument and specific claims in a text. Assess whether the reasoning is valid and the evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)
R.6.9 Evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	R.7.9 Evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	R.8.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)

RI = Reading Information

RL = Reading Literature

Strand: Reading 6-12

Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

Key Ideas and Details - Grades 9 - 10	Key Ideas and Details - Grades 11 - 12
R.9-10.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)	R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)
R.9-10.2 Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)	R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI&RL)
R.9-10.3 In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)	R.11-12.3 In literary texts, analyze the impact of the author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)

RI = Reading Information
RL = Reading Literature

Strand: Reading 6-12

Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

Craft and Structure - Grades 9 - 10	Craft and Structure - Grades 11 - 12
R.9-10.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)	R.11-12.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)
R.9-10.5 In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)	R.11-12.5 In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)
R.9-10.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). Explain how an author’s geographic location, identity, and culture affect perspective. (RI&RL)	R.11-12.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author’s geographic location, identity, and culture affect perspective. (RI&RL)
Integration of Knowledge and Ideas - Grades 9 - 10	Integration of Knowledge and Ideas - Grades 11 - 12
R.9-10.7 Analyze how a subject and/or content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account (e.g., analyze the representation of a subject and/or content or key scene in two different formats). (RI&RL)	R.11-12.7 In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL) In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question or solve a problem. (RI)
R.9-10.8 Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. (RI)	R.11-12.8 Delineate and evaluate an argument in applicable texts, applying a lens (e.g., constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI)
R.9-10.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	R.11-12.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)

RI = Reading Information

RL = Reading Literature

Writing Standards - Introduction

Writing at its heart is about communication. Thus, modes of writing, such as the ones outlined in the following standards, must be taught as means of communication, and not as stand-alone, isolated skills. That is, modes should be taught as ways to intervene in rhetorical contexts for a clear purpose and to a specific audience. If students know **why** they are writing a narrative (or argument, description, etc.) and to **whom**, they can more flexibly and more effectively engage with writing as a communicative act. All students have something to say. When we teach writing rhetorically, we are helping them develop their ability to say it.

To provide rigorous writing instruction that will facilitate college and career readiness, students must have the opportunity to write consistently for a variety of high- and low-stakes purposes.

- **Low-stakes** writing is the formative writing that is crucial to developing students' identities as writers, developing dialogic relationships through writing in community with other writers, and developing ideas and draft text for high-stakes writing. Regular low-stakes writing is crucial for high-stakes writing.
- **High-stakes** writing often has a more explicitly rhetorical purpose and can take various forms, including but not limited to: conveying information in professional contexts, proposing a solution to a pressing social problem, writing with and for community groups, developing a polished literary work, writing for standardized assessments, and research-based writing to intervene in scholarly conversations.

In this writing section, the standards focus on creative, formal, and reflective writing. Students produce argumentative, informative, and narrative writing in each of these modes. These writing modes are described as:

- **Creative writing:** creative writing is writing in which students take the role of literary artists, using techniques associated with literary arts to entertain, discover, and convey imagined or real worlds. For instance, creative writing may include slam poetry, short stories, creative nonfiction, multimodal compositions, fanfiction, or lyric poetry.
- **Formal writing:** Formal writing is a flexible category that we broadly define in two ways: writing for academic inquiry and writing to engage and intervene in the social world. Writing for academic inquiry means using research, critical thinking, and analysis to address an issue in which writers have a stake for an audience. For instance, it could take the form of a research paper, presentation, or poster. Writing to engage and intervene in the social world means writing for professional, civic, and community purposes. For instance, this mode of writing could include emails, multimodal compositions, letters to the editor, argumentative essays, or campaigns with the purpose of taking action.
- **Reflective writing:** Reflective writing is formative writing that allows teachers and students to enter into conversation and develop ideas and thoughts together. It is often a building block to more specific rhetorical tasks.

Anchor Standards for Writing

Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).

Text Types and Purposes:

Students will:

Anchor Standard W1:

Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

Anchor Standard W2:

Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Anchor Standard W3:

Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

Production and Distribution of Writing

Anchor Standard W4:

Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.

Anchor Standard W5:

Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

Anchor Standard W6:

Use print and digital technology to produce and publish writing and to interact and collaborate with others.

Inquiry to Build and Present Knowledge

Anchor Standard W7:

Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.

Anchor Standard W8:

Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.

Anchor Standard W9:

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

Strand: Writing Standards K-5

Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

Text Types and Purposes - Kindergarten	Text Types and Purposes - Grade 1	Text Types and Purposes - Grade 2
<p>W.K.1 Use a combination of drawing, dictating, and writing to compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>	<p>W.1.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>	<p>W.2.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>
<p>W.K.2 Use a combination of drawing, dictating, and writing to compose text in a variety of modes:</p> <ol style="list-style-type: none"> Opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. Informative/explanatory text in which they name what they are writing about and supply some information about the topic. Convey events, real or imagined and 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. 	<p>W.1.2 Write text in a variety of modes:</p> <ol style="list-style-type: none"> Opinion pieces in which they introduce the topic or name the text they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. Informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure. Convey events, real or imagined, through narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 	<p>W.2.2 Write text in a variety of modes:</p> <ol style="list-style-type: none"> Opinion pieces in which they introduce the topic or text they are writing about, state an opinion, supply reasons that support the opinion, using words for emphasis, addition, contrast, or order to connect opinion and reasons, and provide a concluding statement or section. Informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. Convey events, real or imagined, through narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
<p>W.K.3 Use a combination of drawing, dictating, and writing to compose text that utilizes:</p> <ol style="list-style-type: none"> Organization: provide a sense of structure, attempt an introduction. Word Choice (including domain specific): use words familiar to the student. 	<p>W.1.3 Create writing that utilizes:</p> <ol style="list-style-type: none"> Organization: provide a beginning, middle and a simple ending. Transitions: simple word transitions and temporal words/pictures that link ideas. Word Choice (including domain specific): experiments with descriptive words to describe feelings, events and images. 	<p>W.2.3 Create writing that utilizes:</p> <ol style="list-style-type: none"> Organization: provide a beginning, middle and ending, that works cohesively to promote the central theme of the text. Transitions: use transitions to link and build connections between ideas, text, and events. Word Choice (including domain specific): uses descriptive words to demonstrate creativity and to provide vivid examples of feelings, events and images.

Strand: Writing Standards K-5

Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

Production and Distribution of Writing - Kindergarten	Production and Distribution of Writing - Grade 1	Production and Distribution of Writing - Grade 2
<p>W.K.4 With guidance and support from adults, use a combination of drawing, dictating and writing to compose text in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>W.1.4 With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>W.2.4 With guidance and support from adults, produce Writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
<p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
<p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper and lower case letters), cursive, and/or typing.</p>	<p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper and lower case letters), cursive, and/or typing.</p>	<p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper and lower case letters), cursive, and/or typing.</p>

Strand: Writing Standards K-5

Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

Inquiry to Build and Present Knowledge - Kindergarten	Inquiry to Build and Present Knowledge - Grade 1	Inquiry to Build and Present Knowledge - Grade 2
W.K.7 Participate in shared inquiry and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	W.1.7 Participate in shared inquiry and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	W.2.7 Participate in shared and independent inquiry and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
W.K.9 With guidance and support from adults, recall facts from literary and informational text to research characters, setting, key detail, specified information, and ideas presented in a text.	W.1.9 With guidance and support from adults, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.	W.2.9 With guidance and support from adults and peers, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.

Strand: Writing Standards K-5

Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

Text Types and Purposes - Grade 3	Text Types and Purposes - Grade 4	Text Types and Purposes - Grade 5
<p>W.3.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>	<p>W.4.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>	<p>W.5.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>
<p>W.3.2 Write text in a variety of modes:</p> <ul style="list-style-type: none"> a. Opinion pieces in which the student supports a point of view about a topic or text they are writing about, state an opinion, list reasons that support the opinion. b. Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points. c. Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations. 	<p>W.4.2 Write text in a variety of modes:</p> <ul style="list-style-type: none"> a. Opinion pieces in which the student introduces the topic or text they are writing about, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose. List reasons that support the opinion. b. Informative texts in which they clearly introduce a topic, group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. Use facts, definitions and details to develop points. c. Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. 	<p>W.5.2 Write text in a variety of modes:</p> <ul style="list-style-type: none"> a. Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose. b. Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information. c. Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

Strand: Writing Standards K-5

Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

Text Types and Purposes - Grade 3	Text Types and Purposes - Grade 4	Text Types and Purposes - Grade 5
<p>W.3.3 Create writing that utilizes:</p> <ul style="list-style-type: none"> a. Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing. b. Transitions: use of prompts, words and phrases to signal event order and to link and build connections between ideas, text, and events. c. Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning. 	<p>W.4.3 Create writing that utilizes:</p> <ul style="list-style-type: none"> a. Organization: include an introduction that establishes a purpose and provides a concluding statement related to the body of the composition. Structure of text reflects the purpose. b. Transitions: use of phrases to signal event order and to link and build connections between ideas, text, and events. c. Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas. 	<p>W.5.3 Create writing that utilizes:</p> <ul style="list-style-type: none"> a. Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition. b. Transitions: use a variety of transitional words and phrases that logically connect and develop ideas. c. Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.

Strand: Writing Standards K-5

Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

Production and Distribution of Writing - Grade 3	Production and Distribution of Writing - Grade 4	Production and Distribution of Writing - Grade 5
<p>W.3.4 With support from adults and peers, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>W.4.4 Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>W.5.4 Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
<p>W.3.5 With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing.</p>	<p>W.4.5 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.</p>	<p>W.5.5 Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.</p>
<p>W.3.6 With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing.</p>	<p>W.4.6 With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).</p>	<p>W.5.6 With some guidance and support from adults, they intentionally select a variety of digital tools to produce and publish writing, including in collaboration with peers. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of two pages in a single sitting).</p>

Strand: Writing Standards K-5

Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

Inquiry to Build and Present Knowledge - Grade 3	Inquiry to Build and Present Knowledge - Grade 4	Inquiry to Build and Present Knowledge - Grade 5
W.3.7 Conduct short inquiry projects that build knowledge about a topic.	W.4.7 Conduct short inquiry projects that build knowledge through investigation of different aspects of a topic.	W.5.7 Conduct short student-driven inquiry projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.	W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.3.9 Recall facts from literary or informational texts to support reflection, and inquiry.	W.4.9 Recall and use facts from literary or informational texts to support analysis, reflection, and inquiry.	W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

Strand: Writing Standards 6-12

Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

Text Types and Purposes - Grade 6	Text Types and Purposes - Grade 7	Text Types and Purposes - Grade 8
<p>W.6.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>	<p>W.7.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>	<p>W.8.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>
<p>W.6.2 Write text in a variety of modes:</p> <ol style="list-style-type: none"> Write arguments to support claims with clear reasons, relevant evidence, and literary theory. Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. 	<p>W.7.2 Write text in a variety of modes:</p> <ol style="list-style-type: none"> Write arguments to support claims with clear reasons, relevant evidence and literary theory. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Use accurate, credible sources. Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. 	<p>W.8.2 Write text in a variety of modes:</p> <ol style="list-style-type: none"> Write arguments to introduce and support claim(s) using logical reasoning, relevant evidence and literary theory. Use accurate, credible sources and demonstrate an understanding of the topic or text, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.

Strand: Writing Standards 6-12

Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

Text Types and Purposes - Grade 6	Text Types and Purposes- Grade 7	Text Types and Purposes -Grade 8
<p>W.6.3 Create writing that utilizes:</p> <ul style="list-style-type: none"> a. Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. b. Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. c. Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events. 	<p>W.7.3 Create writing that utilizes:</p> <ul style="list-style-type: none"> a. Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. b. Transitions: use a variety of appropriate transitions that connect and develop ideas. c. Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. 	<p>W.8.3 Create writing that utilizes:</p> <ul style="list-style-type: none"> a. Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. b. Transitions: varied transitions to create cohesion and clarity among ideas and concepts. c. Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader.

Strand: Writing Standards 6-12

Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

Production and Distribution of Writing - Grade 6	Production and Distribution of Writing - Grade 7	Production and Distribution of Writing - Grade 8
<p>W.6.4 Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>W.7.4 Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>W.8.4 Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>
<p>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>
<p>W.6.6 Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as, to interact and collaborate with others. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of three pages in a single sitting), selecting the method(s) best suited for audience and purpose.</p>	<p>W.7.6 Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>W.8.6 Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>

Strand: Writing Standards 6-12

Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

Inquiry to Build and Present Knowledge - Grade 6	Inquiry to Build and Present Knowledge - Grade 7	Inquiry to Build and Present Knowledge - Grade 8
W.6.7 Conduct short inquiry projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	W.7.7 Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	W.8.7 Conduct short inquiry projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 6 Reading standards)	W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 7 Reading standards)	W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 8 Reading standards)

Strand: Writing Standards 6-12

Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

Text Types and Purposes - Grades 9-10	Text Types and Purposes - Grades 11-12
<p>W.9-10.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>	<p>W.11-12.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>
<p>W.9-10.2 Write text in a variety of modes:</p> <ul style="list-style-type: none"> a. Write arguments and literary analysis to support claims in an analysis of substantive topics or texts, using valid reasoning, literary theory, and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. b. Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic. c. Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. 	<p>W.11-12.2 Write text in a variety of modes:</p> <ul style="list-style-type: none"> a. Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning, literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. b. Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic. c. Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

Strand: Writing Standards 6-12

Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

Text Types and Purposes - Grades 9-10	Text Types and Purposes - Grades 11-12
<p>W.9-10.3 Create writing that utilizes:</p> <ul style="list-style-type: none"> a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text. b. Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. c. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences. 	<p>W.11-12.3 Create writing that utilizes:</p> <ul style="list-style-type: none"> a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text. b. Transitions: use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. c. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Strand: Writing Standards 6-12

Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

Production and Distribution of Writing - Grades 9-10	Production and Distribution of Writing - Grades 11-12
W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.9-10.5 Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	W.11-12.5 Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<p>W.9-10.6 Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:</p> <ul style="list-style-type: none"> a. connecting writers and readers, b. producing accessible experiences for specific audiences, and c. dynamically and flexibly matching modes with ideas to communicate with readers. 	<p>W.11-12.6 Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:</p> <ul style="list-style-type: none"> a. connecting writers and readers, b. producing accessible experiences for specific audiences, and c. dynamically and flexibly matching modes with ideas to communicate with readers.
Inquiry to Build and Present Knowledge - Grades 9-10	Inquiry to Build and Present Knowledge - Grades 11-12
W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.	W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
W.9-10.8 Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 9-10 Reading standards)	W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 11-12 Reading standards)

Speaking and Listening Standards - Introduction

These standards are directed toward developing students' abilities to productively participate in communicative exchanges. Productive participation means that students are able to communicate in large group, small group, and one-on-one exchanges with varied audiences, for varied purposes, and in varied situations; can respond to and develop what others have said; can contribute accurate, relevant information; and can analyze and synthesize a multitude of ideas in various domains. Students must have ample opportunities to take part in a variety of conversations and communicative exchanges in order to practice and apply these standards. Some standards repeat from grade-level to grade-level in recognition of the fact that students' understandings develop and deepen over time. The ultimate goal of these standards is that students are able to understand and make flexible choices in their use of language in order to meet their communicative goals with varied audiences, for varied purposes, and in varied situations.

Please reference the "Overall Structure of the Document" for definitions and explanations of standardized English and communicative competence.

Anchor Standards for Speaking & Listening

Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.

Comprehension and Collaboration Students Will:

- Anchor Standard SL1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Anchor Standard SL2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Anchor Standard SL3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- Anchor Standard SL4:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Anchor Standard SL5:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Strand: Speaking & Listening K-5

Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.

Comprehension and Collaboration - Kindergarten	Comprehension and Collaboration - Grade 1	Comprehension and Collaboration - Grade 2
<p>SL.K.1 With guidance and support, participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon norms and participate by actively listening, taking turns, and staying on topic. b. Participate in a conversation through multiple exchanges. c. Ask questions about the topic/text. d. Consider individual differences when communicating with others. 	<p>SL.1.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. With guidance and support, follow agreed-upon norms for discussions and participate by actively listening, taking turns, and staying on topic. b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. d. Consider individual differences when communicating with others. 	<p>SL.2.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon norms for discussions and participate by actively listening, taking turns, gaining the floor in respectful ways and staying on topic. b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. d. Consider individual differences when communicating with others.
<p>SL.K.2 With guidance and support, ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>SL.2.3 Ask and answer questions about what a speaker says in order to gather additional information, or clarify something that is not understood, or expand on the topic.</p>
Presentation of Knowledge and Ideas - Kindergarten	Presentation of Knowledge and Ideas - Grade 1	Presentation of Knowledge and Ideas - Grade 2
<p>SL.K.4 With guidance and support, describe familiar people, places, things, and events.</p>	<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas clearly.</p>	<p>SL.2.4 Tell a story or recount an experience with descriptive details, expressing ideas clearly.</p>
<p>SL.K.5 With guidance and support, create an original or utilize existing visual displays to support descriptions.</p>	<p>SL.1.5 Create an original or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings.</p>	<p>SL.2.5 Include digital media and visual displays in presentations to clarify or support ideas, thoughts, and feelings.</p>

Strand: Speaking & Listening K-5

Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.

Comprehension and Collaboration - Grade 3	Comprehension and Collaboration - Grade 4	Comprehension and Collaboration - Grade 5
<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion. b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. 	<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion. b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 	<p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion. b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.
<p>SL.3.2 Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats.</p>	<p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats.</p>	<p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats.</p>
<p>SL.3.3 Ask and answer questions about information from a speaker, offering elaboration and detail.</p>	<p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>

Strand: Speaking & Listening K-5

Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.

Presentation of Knowledge and Ideas - Grade 3	Presentation of Knowledge and Ideas - Grade 4	Presentation of Knowledge and Ideas - Grade 5
SL.3.4 Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.4.4 Report on a topic or text, tell a story, read a poem, or recount an experience in an organized manner, using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.	SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.
SL.3.5 Include digital media and visual displays in presentations to enhance certain facts and details.	SL.4.5 Integrate audio and visual content in presentations to enhance the development of main ideas or themes.	SL.5.5 Integrate multimedia components (e.g., graphics, sound) and visual displays in presentations to enhance the development of main ideas or themes.

Strand: Speaking & Listening 6-12

Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.

Comprehension and Collaboration - Grade 6	Comprehension and Collaboration - Grade 7	Comprehension and Collaboration - Grade 8
<p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. b. With guidance and support, set specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. 	<p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. b. With guidance and support, set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). c. Pose questions that invite elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Promote multiple perspectives. d. Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. 	<p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. b. Set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion), and monitor progress toward goals. c. Pose questions that connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas. Promote multiple perspectives. d. Evaluate new information expressed by others and, when warranted, qualify or justify one's own views in light of the evidence presented.
<p>SL.6.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.</p>	<p>SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>SL.8.2 Analyze the purpose of information presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>
<p>SL.6.3 Understand and evaluate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>SL.7.3 Understand and evaluate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>SL.8.3 Understand and evaluate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>

Strand: Speaking & Listening 6-12

Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.

Presentation of Knowledge and Ideas - Grade 6	Presentation of Knowledge and Ideas - Grade 7	Presentation of Knowledge and Ideas - Grade 8
SL.6.4 Present claims and findings in a logical order using relevant evidence and details to highlight main ideas or themes. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.	SL.7.4 Present claims and findings, emphasizing significant points in a focused, coherent manner using relevant evidence. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.	SL.8.4 Present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.
SL.6.5 Include multimedia components and visual displays in presentations to clarify and enhance information.	SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize significant points.	SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Strand: Speaking & Listening 6-12

Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.

Comprehension and Collaboration - Grades 9-10	Comprehension and Collaboration - Grades 11-12
<p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. b. Work with peers to set norms for collegial discussions, decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views) and clear goals as needed. Reflect on progress as an individual and as a group. c. Propel conversations by posing and engaging with questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Promote multiple and divergent perspectives. d. Engage thoughtfully with diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. 	<p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. b. Work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group. c. Propel conversations by posing and engaging with questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions. Promote and seek to understand multiple, divergent, and creative perspectives. d. Engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<p>SL.9-10.2 Analyze and synthesize multiple sources of information presented in diverse media or formats to determine credibility and accuracy of each source.</p>	<p>SL.11-12.2 Analyze and synthesize multiple sources of information presented in diverse media or formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source noting discrepancies among data.</p>
<p>SL.9-10.3 Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>SL.11-12.3 Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
Presentation of Knowledge and Ideas - Grades 9-10	Presentation of Knowledge and Ideas - Grades 11-12
<p>SL.9-10.4 Present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.</p>	<p>SL.11-12.4 Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.</p>
<p>SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>

Language Standards - Introduction

The language standards are directed toward developing students' understanding and working knowledge of how language functions and how it functions differently depending upon culture and context. This includes conventions of standardized English grammar, usage, and mechanics, as well as expanding vocabulary and appreciating that words have literal and nonliteral meanings, shadings of meaning, and relationships to other words. These standards are not meant to be practiced or applied in isolation, but to be applied when composing, creating, and speaking, meaning they must be applied to the writing and speaking standards so that students meet their communicative goals. These standards are also meant to be applied to the reading and listening standards so that students are able to more fully comprehend and analyze the meaning of varied texts. Some standards repeat from grade-level to grade-level in recognition of the fact that students' understandings develop and deepen over time. The ultimate goal of these standards is that students are able to understand and make flexible choices in their use of language and conventions in order to meet their communicative goals with varied audiences, for varied purposes, and in varied situations.

Please reference the "Overall Structure of the Document" for definitions and explanations of standardized English, code-meshing, and communicative competence.

Anchor Standards for Language

Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

Knowledge of Language

Students Will:

Anchor Standard L1:

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

Vocabulary Acquisition and Use

Anchor Standard L2:

Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

Anchor Standard L3:

Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.

Anchor Standard L4:

Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

Conventions of Standardized English

Anchor Standard L5:

Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.

Anchor Standard L6:

Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

Strand: Language K-5

Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

Knowledge of Language - Kindergarten	Knowledge of Language - Grade 1	Knowledge of Language - Grade 2
<p>L.K.1 Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</p> <p>a. Recognize and appreciate the linguistic diversity of peers, teachers, and other members of the school community.</p>	<p>L.1.1 Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</p> <p>a. Recognize and appreciate the linguistic diversity of peers, teachers, and other members of the school community.</p>	<p>L.2.1 Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</p> <p>a. Recognize and appreciate linguistic diversity (e.g., at home, in the community and in peer and professional writing and speaking).</p> <p>b. Recognize formal and informal uses of English.</p>

Strand: Language K-5

Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

Vocabulary Acquisition and Use - Kindergarten	Vocabulary Acquisition and Use - Grade 1	Vocabulary Acquisition and Use - Grade 2
<p>L.K.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p> <ul style="list-style-type: none"> a. Begin to recognize some words have multiple meanings (e.g., duck, tie). b. Use some word prefixes and suffixes as clues to the meaning of unknown words (e.g., un-, -ed). 	<p>L.1.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p> <ul style="list-style-type: none"> a. Use inflexional forms as clues to the meaning of unknown words (e.g., looks, looked). b. Identify common root words. 	<p>L.2.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p> <ul style="list-style-type: none"> a. Determine the meaning of a new word when a prefix or suffix is added. b. Use a common root word as a clue to the meaning of an unknown word. c. Use individual words to predict meaning of compound words (e.g., birdhouse). d. Use resources to clarify meanings of words.
<p>L.K.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>With guidance and support from adults:</p> <ul style="list-style-type: none"> a. Ask and answer questions about unknown words. b. Sort common objects into categories. c. Demonstrate understanding of frequently occurring verbs and their opposites (antonyms). d. Connect common words to real life (e.g., colorful). e. Act out shades of meanings with verbs (e.g., strut, skip). 	<p>L.1.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>With guidance and support from adults:</p> <ul style="list-style-type: none"> a. Identify words and phrases that suggest feelings or appeal to the senses (e.g., in stories, poems, or conversations). b. Explain rationale for sorting words into categories. c. Act out or define shades of meanings with verbs of differing manner (e.g., peek, scowl) and adjectives (e.g., gigantic, large). 	<p>L.2.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Describe how words and phrases supply rhythm and meaning in a text (e.g., alliteration, rhyme, repeated lines). b. Identify real-life connections between words and their use (e.g., describe foods that are juicy). c. Distinguish shades of meaning among similar verbs (e.g., toss, throw) and adjectives (e.g., happy, pleased).
<p>L.K.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</p>	<p>L.1.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use frequently occurring conjunctions (e.g., because) to signal simple relationships.</p>	<p>L.2.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy.).</p>

Strand: Language K-5

Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

Conventions of Standardized English - Kindergarten	Conventions of Standardized English - Grade 1	Conventions of Standardized English - Grade 2
<p>L.K.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.</p> <p>Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> Frequently used nouns, verbs, and prepositions. Oral pluralizations of nouns. Question words (who, what, etc.). Oral production and expansion of complete sentences. 	<p>L.1.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.</p> <p>Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> Common, proper, and possessive nouns. Nouns/verbs agreement in simple sentences. Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions. Production and expansion of complete sentences in response to prompts. 	<p>L.2.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.</p> <p>Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs. Production, expansion, and rearrangement of complete simple and compound sentences.
<p>L.K.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.</p> <p>Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> Capitalization of the first word in a sentence. Name frequently used punctuation. Phonetically spell simple words drawing on knowledge of letter-sound relationships. Related to Reading Foundational standards (RF.K.3). Writes letters for most consonant and short vowel sounds (phonemes). Related to Reading Foundational standards (RF.K.3). 	<p>L.1.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.</p> <p>Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> Capitalization of dates and names of people. End punctuation. Commas in dates and simple sets. Use conventional spelling for words with common spelling patterns and draw on phonological awareness and spelling conventions to spell other words phonetically. Related to Reading Foundational standards (RF.1.3). 	<p>L.2.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.</p> <p>Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> Capitalization of holidays, products, geographic places. Commas in greetings and closings. Apostrophes in contractions and frequently occurring possessives. Use common spelling patterns, phonemic awareness, and basic reference materials to solve words. Related to Reading Foundational standards (RF.2.3).

Strand: Language K-5

Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

Knowledge of Language - Grade 3	Knowledge of Language - Grade 4	Knowledge of Language - Grade 5
<p>L.3.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</p> <ul style="list-style-type: none"> a. Compare and contrast the ways in which language is used in familiar contexts (e.g., at home, in the community, in peer and professional writing/speaking). b. Recognize differences between the conventions of written and spoken English. c. Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking. 	<p>L.4.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</p> <ul style="list-style-type: none"> a. Compare and contrast the ways in which language is used in familiar and unfamiliar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers). b. Determine the language demands of varied writing and speaking situations; respond appropriately (e.g., formal writing and presentations; personal writing and conversations). c. Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking. d. Choose punctuation for effect. 	<p>L.5.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</p> <ul style="list-style-type: none"> a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. b. Compare and contrast the ways in which language is used in familiar and unfamiliar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers). c. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Strand: Language K-5

Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

Vocabulary Acquisition and Use - Grade 3	Vocabulary Acquisition and Use - Grade 4	Vocabulary Acquisition and Use - Grade 5
<p>L.3.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of new words when a suffix or prefix is added. c. Use resources to determine word meanings. 	<p>L.4.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p> <ul style="list-style-type: none"> a. Use context as a clue to the meaning of a word or phrase. b. Consult print and digital reference materials for meaning and pronunciation. 	<p>L.5.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p> <ul style="list-style-type: none"> a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
<p>L.3.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Determine the meaning of words and phrases as they are used in a text, distinguishing between literal and non-literal language. b. Distinguish shades of meaning among words describing degrees of certainty (e.g., knew, believed, suspected). c. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words). 	<p>L.4.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Determine the meaning of words and phrases as they are used in a text, including figurative language such as similes and metaphors. b. Explain common idioms and proverbs. c. Understand words by relating them to synonyms and antonyms. d. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words). 	<p>L.5.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters (e.g., Herculean). b. Interpret similes and metaphors in context. c. Clarify the precise meaning of words by comparing and contrasting them with related words (i.e. compare and contrast words to synonyms, antonyms, and homographs to better understand each word). d. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).
<p>L.3.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</p> <ul style="list-style-type: none"> a. Identify and use phrases that signal spatial and temporal relationships (e.g., after dinner that night, we went looking for them.). 	<p>L.4.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</p> <ul style="list-style-type: none"> a. Identify and use phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). 	<p>L.5.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</p> <ul style="list-style-type: none"> a. Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Strand: Language K-5

Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

Conventions of Standardized English - Grade 3	Conventions of Standardized English - Grade 4	Conventions of Standardized English - Grade 5
<p>L.3.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.</p> <p>Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> Irregular and regular nouns and verbs. Simple verb tenses. Subject-verb agreement. Simple and compound sentences. Easily confused words (e.g., to, too, two). 	<p>L.4.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.</p> <p>Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> Relative pronouns and adverbs. Prepositional phrases. Order of adjectives. Adjectives, adverbs, conjunctions. Compound and complex sentences. Easily confused words (e.g., to, too, two). 	<p>L.5.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.</p> <p>Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> Conjunctions. Verb tenses. Correlative conjunctions. Use of “they” and “their” when referring to singular people or ideas.
<p>L.3.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English</p> <p>Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> Titles. Quotation marks for speech. Possessives. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Use conventional spelling for high frequency words. Use conventional spelling for adding suffixes to basic words. Use learned syllable patterns and reference materials to solve and write unknown words. 	<p>L.4.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English</p> <p>Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> Capitalization. Commas and quotation marks for quotations. Commas in compound sentences. Spell grade-level words correctly using reference materials to solve words as needed. 	<p>L.5.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English</p> <p>Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> Commas (introductory elements, and elements that need to be set off like a question or direct address). Italics, underlining, quotes with titles. Spell grade-level words correctly using reference materials to solve words and edit written work as needed.

Strand: Language 6-12

Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

Knowledge of Language - Grade 6	Knowledge of Language - Grade 7	Knowledge of Language - Grade 8
<p>L.6.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</p> <ul style="list-style-type: none"> a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. b. Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). c. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. d. Maintain consistency in style and tone. 	<p>L.7.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</p> <ul style="list-style-type: none"> a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. b. Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). c. Maintain consistency in style and tone. d. When appropriate, eliminate wordiness and redundancy. 	<p>L.8.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</p> <ul style="list-style-type: none"> a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. b. Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). c. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). d. Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices.

Strand: Language 6-12

Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

Vocabulary Acquisition and Use - Grade 6	Vocabulary Acquisition and Use - Grade 7	Vocabulary Acquisition and Use - Grade 8
<p>L.6.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p> <p>a. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>b. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p>	<p>L.7.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate</p> <p>a. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>b. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p>	<p>L.8.2 Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate</p> <p>a. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>b. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p>
<p>L.6.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone.</p> <p>b. Interpret figures of speech (e.g., personification) in context.</p> <p>c. Use the relationship between particular words (e.g., cause/effect) to better understand each of the words.</p> <p>d. Distinguish between words with similar definitions (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>	<p>L.7.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone.</p> <p>b. Analyze the impact of rhyme and other repetitions of sound (e.g., alliteration; assonance) in varied texts (e.g., poetry; drama; section of a story).</p>	<p>L.8.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone.</p> <p>b. Analyze the impact of specific word choice on meaning and tone, including analogies or allusions to other texts.</p>
<p>L.6.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.</p>	<p>L.7.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.</p>	<p>L.8.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.</p>

Strand: Language 6-12

Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

Conventions of Standardized English - Grade 6	Conventions of Standardized English - Grade 7	Conventions of Standardized English - Grade 8
<p>L.6.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.</p> <p>Appropriately use and explain the intended purpose of language choice with:</p> <ul style="list-style-type: none"> a. Use of objective, subjective, possessive, and intensive pronouns b. Strategies to improve expression in conventional language 	<p>L.7.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.</p> <p>Appropriately use and explain the intended purpose of language choice with:</p> <ul style="list-style-type: none"> a. Phrases and clauses b. Simple, compound, and complex sentences signaling differing relationships among ideas c. Recognizing and correcting dangling modifiers 	<p>L.8.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.</p> <p>Appropriately use and explain the intended purpose of language choice with:</p> <ul style="list-style-type: none"> a. Active and passive voice verbs b. Indicative, imperative, interrogative, conditional, and subjunctive mood verbs c. Recognizing and correcting shifts in verb voice and mood
<p>L.6.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.</p> <p>Appropriately use and explain the intended purpose in conventions with:</p> <ul style="list-style-type: none"> a. Commas, parentheses, and dashes b. Correct spelling 	<p>L.7.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.</p> <p>Appropriately use and explain the intended purpose in conventions with:</p> <ul style="list-style-type: none"> a. Commas to separate coordinate adjectives b. Correct spelling 	<p>L.8.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.</p> <p>Appropriately use and explain the intended purpose in conventions with:</p> <ul style="list-style-type: none"> a. Punctuation to recognize a pause or break b. Ellipsis to indicate an omission c. Correct spelling

Strand: Language 6-12

Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

Knowledge of Language - Grades 9-10	Knowledge of Language - Grades 11-12
<p>L.9-10.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</p> <ul style="list-style-type: none"> a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. b. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations). c. Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices. d. Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation. 	<p>L.11-12.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</p> <ul style="list-style-type: none"> a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. b. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking). c. Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices. d. Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation. e. Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.

Strand: Language 6-12

Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

Vocabulary Acquisition and Use - Grades 9-10	Vocabulary Acquisition and Use - Grades 11-12
<p>L.9-10.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p> <ul style="list-style-type: none"> a. Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate. b. Determine and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). 	<p>L.11-12.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p> <ul style="list-style-type: none"> a. Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate. b. Determine and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
<p>L.9-10.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations. b. Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone). 	<p>L.11-12.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations. b. Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures.
<p>L.9-10.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.</p>	<p>L.11-12.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.</p>

Strand: Language 6-12

Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

Conventions of Standard English - Grades 9-10	Conventions of Standard English - Grades 11-12
<p>L.9-10.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.</p> <p>Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> Use parallel structure. Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial). 	<p>L.11-12.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.</p> <p>Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> Recognize that conventions (i.e., aspects of punctuation, layout, and formatting within a particular genre) are the result of agreed upon usage. Identify ways in which usage and conventions vary and are sometimes contested. Resolve issues of complex or contested usage by consulting appropriate references (e.g., Merriam-Webster's Dictionary of English Usage, Dictionary of American Regional English).
<p>L.9-10.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.</p> <p>Appropriately use and explain the intended purpose in conventions with:</p> <ul style="list-style-type: none"> ● Use colons and semicolons appropriately. ● Spell correctly. 	<p>L.11-12.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.</p> <p>Appropriately use and explain the intended purpose in conventions with:</p> <ul style="list-style-type: none"> ● Use sophisticated punctuation and capitalization techniques as appropriate to situation and genre (e.g., brackets and italics in research; capitalization expressing extended meaning in poetry). ● Spell correctly.

Endnotes

- a. Wisconsin Department of Public Instruction, "Wisconsin's Guiding Principles for Teaching and Learning," Wisconsin Department of Public Instruction, September 2011, <https://dpi.wi.gov/standards/guiding-principles>.
- b. Hudley, Anne H. Charity and Christine Mallinson, *Understanding English Language Variation in U.S. Schools* (New York and London: Teachers College Press, 2011).
- c. Johnson, N.J., Koss, M.D., & Martinez, M., "Through the sliding glass door: #EmpowerTheReader," *The Reading Teacher* 71, 5 (2017): 569-77.
- d. Sims, Bishop, R., "Windows, mirrors, and sliding glass doors" *Perspectives: Choosing and Using Books for the Classroom*, 6, 3 (1990).

Appendix 1

Wisconsin's Key Shifts in English Language Arts

Appendix 1. Wisconsin’s Key Shifts in English Language Arts, 2020

The 2020 *Wisconsin Standards for English Language Arts* are built on the foundation of existing standards (Council of Chief State School Officers, 2010) and reflect new research and understandings of the English language arts and literacy. Wisconsin’s standards identify the knowledge, skills, and habits that will allow students to succeed in their chosen paths. Understanding how the standards differ from previous standards and how Wisconsin standards differ from national standards is essential to implementing Wisconsin’s standards well and selecting, adopting, and personalizing standards-aligned instructional materials.

There are five important shifts from previous standards to the 2020 *Wisconsin Standards for English Language Arts*. Identifying the key shifts builds understanding of how these standards differ from previous standards. The shifts also serve as a tool that educators can use to identify what is necessary in standards-aligned instruction and assessment at a high level. Three of the five shifts are from the 2010 standards (Council of Chief State School Officers, 2010) but have been expanded upon to emphasize advancing educational equity in English language arts. Two of the five shifts are new and unique to Wisconsin.

The following are key shifts in Wisconsin's 2020 Standards for English Language Arts:

Key shift 1: Learning about and application of reading, writing, speaking, listening, and language emphasizes recognizing, valuing, and sustaining students’ identities and the identities of others.

This Wisconsin-specific shift emphasizes the unique opportunities that the discipline of English language arts provides to understand the human experience and one’s place within it. Instruction and instructional materials ensure that every learner meets or exceeds grade-level standards while also reflecting and valuing a multitude of identities.

Instruction and instructional materials for English language arts promote identity exploration by providing opportunities for every student to:

- a. Access learning and communicate understanding across race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income (The Aspen Education & Society Program and the Council of Chief State School Officers, 2017).
- b. Interact with and create fiction texts - a practice that is critical to English language arts as a discipline - to encourage students to explore their lived experiences and the lived experiences of others (Sims, Bishop, R. 1990).
- c. Sustain linguistic plurality by teaching students to use and value English in all its forms (rather than valuing standardized English above other languages) (Hudley, Anne H. Charity and Mallinson, Christine, 2011).
- d. Identify, investigate, and answer questions that are of interest to students.

- e. Use writing, speaking, and other forms of communication to educate and advocate for change in their communities (Christensen, 2009; Lewison, Flint, & Van Sluys, 2002; Luke, 2004).

Key shift 2: All students are flexible users of language.

Wisconsin's Standards for English Language Arts include overarching statements designed to foster students who are able to adjust their language to meet communicative goals. One overarching statement is applied to all standards: *Literate individuals are flexible; they respond to the varying demands of audience, task, purpose, and discipline.* In addition, each strand (reading, writing, speaking and listening, and language) has an overarching statement unique to the strand.

Instruction and instructional materials for English language arts promote flexibility in language use by ensuring every student:

- a. Experiences and creates texts that reflect Wisconsin's broad definition of text. Wisconsin defines text broadly as any communication involving language. Text can be written, spoken, or visual.
- b. Reads and creates texts in a variety of formats, about a variety of topics, and representing many genres, including reading and writing for enjoyment.
- c. Learns in a classroom community in which educators are careful not to send explicit or implicit messages that one form of English is more correct or acceptable than another.
- d. Intentionally determines how to use English in the ways that are most appropriate for meeting one's communicative goals given the situation and audience.

Key shift 3: All students engage in regular practice with complex texts (both literary and informational) and building academic vocabulary.

(This shift, included with the release of the Common Core State Standards in 2010, is still applicable and supported in the 2020 Wisconsin Academic Standards for English Language Arts.)

The standards call for students to develop ability and confidence in understanding complex text. Further, the standards call for building students' vocabularies through a mix of text-based conversation, direct instruction, and reading. Ability to understand complex text and the development of vocabulary are critical to engaging meaningfully with complex texts and topics and, therefore, finding success in college, careers, and communities.

Instruction and instructional materials for English language arts engages students with increasingly complex text and build academic vocabulary by ensuring every student:

- a. Engages in integrated instruction in comprehension, writing, speaking, listening, and language in order to independently and proficiently understand and create grade-level text. This includes - at the earliest grades - instruction in reading foundational skills, including explicit and systematic phonics instruction.
- b. Experiences a staircase of increasing complexity in the texts* they read and create, including experience with texts that reflect Wisconsin's broad definition of text as communications - written, spoken, or visual - involving language.
- c. Develops general academic vocabulary and discipline-specific vocabulary while also building a curiosity about words and language.

* Every student experiences texts for instruction based on a multi-dimensional vision of text complexity, including quantitative measures (such as Lexile level); qualitative measures (including structure of the text, levels of meaning within the text language conventionality, and the knowledge demands necessary to make sense of the text); factors unique to the reader and task); and representation and diversity.

Key shift 4: All students engage in reading, writing, and speaking that is grounded in textual evidence.

(This 2010 shift, included with the release of the Common Core State Standards in 2010, is still applicable and supported in the 2020 Wisconsin Academic Standards for English Language Arts.)

In a modern society saturated with print and digital information, students must be able to evaluate evidence in the writing and speaking of others and apply evidence in their own writing and speaking. While students must be able to notice, evaluate, and apply evidence in academic texts, it is equally important that students understand how evidence varies based on audience, task, and purpose. Further, students must be flexible users of language able to evaluate and apply evidence in a variety of types of written, spoken, and digital texts.

Instruction and instructional materials for English language arts engage students in reading, writing, and speaking grounded in textual evidence by ensuring every student:

- a. Evaluates evidence provided within texts they read, listen to, or view.
- b. Engages in reading, listening, and viewing tasks that require them to answer a range of text-dependent questions whose answers depend on their having read the texts with care and which require inferences based on careful attention to the text.
- c. Uses writing, speaking, or creating to share clear information and present careful analysis and well-defended claims in original texts and in response to questions about what they read.

- d. Can justify their choices about evidence based not just on credibility but also on audience and purpose, evaluating and using sources beyond academic sources.

Key shift 5: All learners build knowledge through text.

(This 2010 shift, included with the release of the Common Core State Standards in 2010, is still applicable and supported in the 2020 Wisconsin Academic Standards for English Language Arts.)

Wisconsin's 2020 Standards for English Language Arts focus on ensuring that every student can comprehend and create text because text is a widely-used method of sharing information and ideas. Unlike Wisconsin's 2010 standards, the 2020 English language standards apply exclusively to English language arts. Educators of content areas outside of English language arts should continue to use [Wisconsin's Standards for Literacy in All Subject Areas](#) to support students in acquiring and communicating information in ways unique to each discipline.

Content-rich nonfiction texts are sometimes utilized in English language arts instruction. For example, such texts may be utilized to build background knowledge necessary to comprehend texts used in service to ELA standards. Also, content-rich nonfiction texts may be utilized in English language arts as part of interdisciplinary learning. However, reading nonfiction texts in English language arts is not a substitute for specific instruction in a content area (such as science or social studies).

Instruction and instructional materials for English language arts engage students in building knowledge through text by ensuring that every student:

- a. Engages with texts that are intentionally organized around topics to build student knowledge and vocabulary to support work toward independent reading and comprehension.
- b. Locates, reads, and understands nonfiction text to answer questions important to the student.
- c. Asks questions while reading and seeks out nonfiction texts to answer those questions.

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Appendix 2

Reading Foundational Skills

Appendix 2. Reading Foundational Skills

The following supplements the Reading Standards: Foundational Skills (K–5) in the main document. See the bibliography of this appendix for sources used in helping construct the foundational skills and the material below.

Decoding: the opposite of encoding. It involves seeing written symbols and being able to say what sound they represent, then blending those sounds to make a word.

For example: a student is looking at the word sharp, says the sounds: /sh/ /ar/ /p/ then reads the word sharp, same example for through, /th/ /r/ /oo/.

Encoding: the process of hearing a sound and being able to write a symbol to represent that sound. For example: if a child hears the sound /t/ and then writes the letter 't', this means they are able to encode this sound. Encoding also involves hearing a whole word, matching speech/phoneme to print/grapheme, and writing the whole word, ultimately, with the correct spelling.

Fluency is comprised of three dimensions: accuracy, automaticity, and prosody (Kuhh, Schwanenflugel, & Meisinger, 2010).

- **Accuracy:** the ability to recognize and read words correctly. Inaccurate readers often have a weakness with decoding; readers who struggle with decoding will be disfluent. Comprehension may also be compromised.
- **Automaticity:** the appropriate rate, or speed, of reading. Emergent readers are typically less automatic than more advanced readers because their attention is heavily focused upon decoding the words. In order for automaticity in word reading to occur, it is necessary to develop fluency (i.e., automaticity and accuracy) in the underlying foundational skills. This includes proficiency in phonemic awareness (segmenting, blending, manipulation), letter knowledge (sounds and names), and ease in blending. Accurate word-level reading is essential to the development of phrase-level and passage level fluency. Before automaticity can occur, students must have a foundation of accurate word reading which includes (1) the ability to effortlessly decode and read regular cvc words, and (2) a large bank of words that are recognized by sight. Sight words are defined as any word that is retained in long-term memory and automatically recognized by sight; these include both regularly and irregularly spelled words.
- **Prosody:** the expression, intonation and purposeful phrasing used to give meaning to the text.

Students demonstrate fluency during oral reading through effortless word recognition, steady /appropriate pacing, and expressive reading. Fluency may vary based on the complexity of the text and the background knowledge of the reader. Collectively, these dimensions support reading comprehension during oral and silent reading.

Phoneme-Grapheme Correspondences (sound to letter correspondence)

Consonants

Common graphemes (spellings) are listed in the following table for each of the consonant sounds. Note that the term *grapheme* refers to a letter or letter combination that corresponds to one speech sound.

Figure 8: Consonant Phoneme-Grapheme Correspondences in English

Phoneme	Word Examples	Common Graphemes (Spellings) for the Phoneme*
/p/	pit, spider, stop	p
/b/	bit, brat, bubble	m, mb, mn
/t/	tickle, mitt, sipped	t, tt, ed
/d/	die, loved	d, ed
/n/	nice, knight, gnat	n, kn, gn
/k/	cup, kite, duck, chorus, folk, quiet	k, c, ck, ch, lk, q
/g/	girl, Pittsburgh	g, gh
/nh/	sing, bank	ng, n
/f/	fluff, sphere, tough, calf	f, ff, gh, ph, lf
/v/	van, dove	v, ve
/s/	sit, pass, science, psychic	s, ss, sc, ps
/z/	zoo, jazz, nose, as, xylophone	z, zz, se, s, x

/th/	thin, breath, ether	th
/ <u>th</u> /	this, breathe, either	th
/sh/	shoe, mission, sure, charade, precious, notion, mission, special	sh, ss, s, ch, sc, ti, si, ci
/zh/	measure, azure	s, z
/ch/	cheap, future, etch	ch, tch
/j/	judge, wage	j, dge, ge
/l/	lamb, call, single	l, ll, le
/r/	reach, wrap, her, fur, stir	r, wr, er/ur/ir
/y/	you, use, feud, onion	y, (u, eu), i
/w/	witch, queen	w, (q)u
/wh/	where	wh
/h/	house, whole	h, wh
*Graphemes in the word list are among the most common spellings, but the list does not include all possible graphemes for a given vowel. Many graphemes are more than one letter.		

Vowels

Common graphemes (spellings) are listed in the following table for each of the vowel sounds. Note that the term *grapheme* refers to a letter or letter combination that corresponds to one speech sound.

Figure 9. Vowel Phoneme-Grapheme Correspondences in English

Phoneme	Word Examples	Common Graphemes (Spellings) for the Phoneme*
/ē/	see, these, me, eat, key, happy, chief, either	ee, e_e, -e, ea, ey, -y, ie, ei
/ī/	sit, gym	i, y
/ā/	make, rain, play, great, baby, eight, vein, they	a_e, ai, ay, ea, -y, eigh, ei, ey
/è/	bed, breath	e, ea
/ă/	cat	a
/ī/	time, pie, cry, right, rifle	i_e, ie, -y, igh, -i
/ò/	fox, swap, palm	o, wa, al
/ü/	cup, cover, flood, tough	u, o, oo, ou
/aw/	saw, pause, call, water, bought	aw, au, all, wa, ough
/ō.	vote, boat, toe, snow, open	o_e, oa, oe, ow, o-
/oo/	took, put, could	oo, u, ou
/ū/ [oo]	moo, tube, blue, chew, suit, soup	oo, u_e, ue, ew, ui, ou
/y//ū/	use, few, cute	u, ew, u_e
/oi/	boil, boy	oi, oy
/ow/	out, cow	ou, ow

er	her, fur, sir	er, ur, ir
ar	cart	ar
or	sport	or
<p>*Graphemes in the word list are among the most common spellings, but the list does not include all possible graphemes for a given vowel. Many graphemes are more than one letter.</p>		

Phonological Awareness:

The ability to detect and manipulate the units of spoken language. Phonological awareness is a global awareness of large chunks of speech, word awareness (counting number of words in a phrase or sentence/ word boundaries), spoken syllable, onset-rime (cl--ean, br-oom, d--og), and phoneme (/c/ /a/ /t/). It does not include the ability to visually recognize print.

Phonological awareness skills include the ability to: hear and detect individual words; detect and produce rhyming words; segment and blend words into syllables; segment and blend onset and rime of single syllable words; and segment and manipulate individual phonemes in words (*phonemic awareness*).

See below for the progression of skills with labeled examples.

General Progression of Phonological Awareness Skills (PreK–1)

Word Awareness (Spoken Language) (Phonological Awareness)

Move a chip or marker to stand for each word in a spoken sentence.

The dog barks. (3)

The brown dog barks. (4)

The brown dog barks loudly. (5)

Rhyme Recognition during Word Play (Phonological Awareness)

Say “yes” if the words have the same last sounds (rhyme):

clock/dock (y)

red/said (y)

down/boy (n)

Repetition and Creation of Alliteration during Word Play (Phonological Awareness)

Nice, neat Nathan

Chewy, chunky chocolate

Syllable Counting or Identification (Spoken Language) (Phonological Awareness)

A spoken syllable is a unit of speech organized around a vowel sound.

Repeat the word, say each syllable loudly, and feel the jaw drop on the vowel sound:

chair (1) table (2) gymnasium (4)

Onset and Rime Manipulation (Spoken Language) (Phonological Awareness)

Within a single syllable, *onset* is the consonant sound or sounds that may precede the vowel; *rime* is the vowel and all other consonant sounds that may follow the vowel.

Say the two parts slowly and then blend into a whole word: **(Phonological Awareness)**

school onset - /sch/; rime - /ool/

star onset - /st/; rime - /ar/

place onset - /pl/; rime - /ace/

all onset (none); rime - /all/

General Progression of Phoneme Awareness Skills (K–2)

Phonemes are individual speech sounds that are combined to create words in a language system. Phoneme awareness requires progressive differentiation of sounds in spoken words and the ability to think about and manipulate those sounds. Activities should lead to the pairing of phonemes (speech sounds) with graphemes (letters and letter combinations that represent those sounds) for the purposes of word recognition and spelling.

Phoneme Identity (Phonemic Awareness)

Say the sound that begins these words. What is your mouth doing when you make that sound?

milk, mouth, monster /m/ – The lips are together, and the sound goes through the nose.

thick, thimble, thank /th/ – The tongue is between the teeth, and a hissy sound is produced.

octopus, otter, opposite /o/ – The mouth is wide open, and we can sing that sound.

Phoneme Isolation (Phonemic Awareness)

What is the first speech sound in this word?

ship /sh/

van /v/

king /k/

Echo /e/

What is the last speech sound in this word? (**Phonemic Awareness**)

comb /m/

sink /k/

rag /g/

Go /o/

What is the middle sound in the word? (**Phonemic Awareness**)

Ship /i/

Rag /a/

Luck /u/

Phoneme Blending (Spoken Language) (Phonemic Awareness)

Blend the sounds to make a word:

(Provide these sounds slowly.)

/s/ /ay/ say

/ou/ /t/ out

/sh/ /ar/ /k/ shark

/p/ /o/ /s/ /t/ post

Phoneme Segmentation (Spoken Language) (Phonemic Awareness)

Say each sound as you move a chip onto a line or sound box:

no /n/ /o/

rag /r/ /a/ /g/

socks /s/ /o/ /k/ /s/

float /f/ /l/ /oa/ /t/

Phoneme Addition (Spoken Language) (Phonemic Awareness)

What word would you have if you added /th/ to the beginning of “ink”? (think)

What word would you have if you added /d/ to the end of the word “fine”? (find)

What word would you have if you added /z/ to the end of the word “frog”? (frogs)

Phoneme Substitution (Spoken Language) (Phonemic Awareness)

Say “rope.” Change /r/ to /m/. What word would you get? (mope)

Say “chum.” Change /u/ to /ar/. What word would you get? (charm)

Say “sing.” Change /ng/ to /t/. What word would you get? (sit)

Phoneme Deletion (Spoken Language) (Phonemic Awareness)

Say “park.” Now say “park” without /p/. (ark)

Say “four.” Now say “four” without /f/. (or)

Orthography Categories of Phoneme-Grapheme Correspondences

Figure 10: Consonant Graphemes with Definitions and Examples

Grapheme Type	Definition	Examples
Single letters	A single consonant letter can represent a consonant phoneme.	b, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z
Doublets	A doublet uses two of the same letter to spell one consonant phoneme.	ff, ll, ss, zz
Digraphs	A digraph is a two- (di-) letter combination that stands for one phoneme; neither letter acts alone to represent the sound.	Th, sh, ch, wh Ph, ng (sing) Gh (cough) [ck is a guest in this category]
Trigraphs	A trigraph is a three- (tri-) letter combination that stands for one phoneme; none of the letters acts alone to represent the sound.	-tch -dge
Consonants in blends	A blend contains two or three graphemes because the consonant sounds are separate and identifiable. A blend is not "one sound."	s-c-r (scrape) th-r (thrush) c-l (clean) f-t (sift) l-k (milk) s-t (most) and many more
Silent letter combinations	Silent letter combinations use two letters: one represents the phoneme, and the other is silent. Most of these are from Anglo-Saxon or Greek.	kn (knock), wr (wrestle), gn (gnarl), ps (psychology), rh (rhythm), -mb (crumb), -lk (folk), -mn (hymn), -st (listen)
Combination qu	These two letters, always together, usually stand for two sounds, /k/ /w/.	<u>qu</u> ickly

Figure 11: Vowel Graphemes with Definitions and Examples

Grapheme Type	Definition	Examples
Single letters	A single vowel letter stands for a vowel sound.	(short vowels) cap, hit, gem, clod, muss (long vowels) <u>me</u> , <u>no</u> , <u>music</u>
Vowel teams	A combination of two, three, or four letters stands for a vowel.	(short vowels) head, hook (long vowels) <u>boat</u> , <u>sigh</u> , <u>weigh</u> (diphthongs) <u>toil</u> , <u>bout</u>
Vowel-r combinations	A vowel, followed by r, works in combination with /r/ to make a unique vowel sound.	<u>car</u> , <u>sport</u> , <u>her</u> , <u>burn</u> , <u>first</u>
Vowel-consonant-e (VCe)	The vowel-consonant-silent e pattern is common for spelling a long vowel sound.	gate, eve, rude, hope, five

Figure 12: Six Types of Written Syllable Patterns

Syllable Type	Definition	Examples
Closed	A syllable with a short vowel spelled with a single vowel letter ending in one or more consonants	dap-ple hos-tel bev-erage
Vowel-C-e (“Magic e”)	A syllable with a long vowel spelled with one vowel + one consonant + silent e	compete despite
Open	A syllable that ends with a long vowel sound, spelled with a single vowel letter	program table recent
Vowel Team	Syllables that use two to four letters to spell the vowel	<u>beau-ti-ful</u> <u>train</u>-er con-<u>geal</u> <u>spoil</u>-age

Vowel-r (r-controlled)	A syllable with er, ir, or, ar, or ur Vowel pronunciation often changes before /r/.	<u>in-jur</u> -ious con- <u>sort</u> <u>char-ter</u>
Consonant-le	An unaccented final syllable containing a consonant before /l/ followed by a silent e	drib <u>ble</u> beag <u>le</u> litt <u>le</u>

Three Useful Principles for Chunking Longer Words into Syllables

1. VC-CV: Two or more consonants between two vowels

When syllables have two or more adjacent consonants between them, we divide between the consonants. The first syllable will be closed (with a short vowel).

sub-let nap-kin pen-ny emp-ty

2. V-CV and VC-V: One consonant between two vowels

a) First try dividing before the consonant. This makes the first syllable open and the vowel long. This strategy will work 75 percent of the time with VCV syllable division.

e-ven ra-bies de-cent ri-val

b) If the word is not recognized, try dividing after the consonant. This makes the first syllable closed and the vowel sound short. This strategy will work 25 percent of the time with VCV syllable division.

ev-er rab-id dec-ade riv-er

3. Consonant blends usually stick together. Do not separate digraphs when using the first two principles for decoding.

e-ther spec-trum se-quin

Morphemes Represented in English Orthography

Figure 13: Examples of Inflectional Suffixes in English

Inflection	Example
-s plural noun	I had two eggs for breakfast.
-s third person singular verb	She gets what she wants.
-ed past tense verb	We posted the notice.
-ing progressive tense verb	We will be waiting a long time.
-en past participle	He had eaten his lunch.
's possessive singular	The frog's spots were brown.
-er comparative adjective	He is taller than she is.
-est superlative adjective	Tom is the tallest of all.

Examples of Derivational Suffixes in English

Derivational suffixes, such as -ful, -ation, and -ity, are more numerous than inflections and work in ways that inflectional suffixes do not. Most derivational suffixes in English come from the Latin layer of language. Derivational suffixes mark or determine part of speech (verb, noun, adjective, adverb) of the suffixed word. Suffixes such as -ment, -ity, and -tion turn words into nouns; -ful, -ous, and -al turn words into adjectives; -ly turns words into adverbs.

nature (n. — from nat, birth)	permit (n. or v.)
natural (adj.)	permission (n.)
naturalize (v.)	permissive (adj.)
naturalizing (v.)	permissible (adj.)
naturalistic (adj.)	permissibly (adv.)

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