# New Jersey Student Learning Standards English Language Arts (NJSLS-ELA)

Office of Standards, Division of Teaching and Learning Services  
New Jersey Department of Education

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## Introduction

N.J.A.C. 6A:8-2.1 directs the Commissioner to engage in the review and readoption of the New Jersey Student Learning Standards (NJSLS) every five years. The English Language Arts (ELA) and Mathematics standards were most recently adopted in 2016; the review process began in July of 2022. After six weeks of intensive discussion, recommendations for revisions are proposed by four external working committees.

The week of July 25, 2022, the expert committees met virtually for three full days to discuss the content and the recent challenges of implementation of the 2016 NJSLS. Members conducted a literature scan of recent research related to English language arts and mathematics teaching and learning, Common Core State Standards implementation, and post pandemic findings related to student performance during and after the COVID-19 global pandemic. The committee members shared their findings and engaged in discussion, considering if and how each study might inform the revision of the NJSLS. The committees deliberated and developed a formal set of recommendations to share with the writing team. The committees also provided the writing and implementation teams with selected, relevant peer-reviewed literature references.

The ELA and Math writing teams met throughout the month of August for six semi-weekly, full day, virtual meetings on August 2, 4, 9, 11, 16, and 18, 2022. The writing committees were grouped into grade band expertise throughout the month for targeted reviews. Each grade band group reviewed the report of recommendations composed by the expert review committee and proposed specific language changes and modifications to the standards. Each proposed change required clear justification from the expert review, based on the research provided. The potential impact on educators, including the need for professional development, was considered heavily. Grade band groups reconvened as an entire writing committee to ensure learning progressions remained intact, developmentally appropriate, and coherent across grade levels K–12.

Please note that there are no proposed revisions for the domain of Speaking and Listening, and the set of Companion Standards has been integrated throughout the domains of Reading and Writing in grades 6–12.

## Summary of Changes to NJSLS-ELA

The expert review and writing teams revised the NJSLS-ELA in the following ways:

1. Clarified and bolstered critical expectations in K–5 Foundational Reading skills by enhancing the performance indicators that: focus on decoding and encoding words, analyzing word parts and recognizing words; reinforce the awareness of segments of sounds in speech and how they link to letters; develop reading accuracy, fluency and comprehension; and highlight broad oral language skills (inferential, narrative language and academic vocabulary).
2. Created K–5 Foundational Writing expectations to complement the K–5 Foundational Reading section. Early writing foundations now include sound-letter basics; letter formation and building stamina; spelling; elements of grammar; sentence composition; and the development of writing skills and habits.
3. Modified redundant standards that were repeated across multiple grade levels, clearly describing changes in developmental complexity over time.
4. Clearly delineated between literature and informational texts to ensure that the associated anchor standards and progress indicators demonstrate distinct knowledge and skills related to each text type (text features, text structures). Explicitly included references to text structures and features at appropriate grade bands and reduced the significant redundancy across Reading and Writing expectations and the Companion Standards.
5. Revisited the anchor standards and the expectations within the Language Strands and merged the content where appropriate to reduce redundancy within the strand and across multiple strands.
6. Honored the significant digital and virtual shifts in communication that have occurred since the 2016 adoption of the NJSLS. Integrated and amplified the use of multimodal formats and text sets and the synthesis of content across diverse formats.
7. Formatted the layout of domains differently, prioritizing the Language Domain to underscore the critical importance of developing foundational reading and writing skills.
8. Created a set of ELA Practices that support the K–12 development of students who are proficient in literacy, possessing the abilities to read deeply, create their own works, and listen and speak to a broad range of ideas.
9. Crafted a vision for ELA/Literacy Education that includes and honors the need for scaffolding concepts and skills throughout the grades, multi-language learning and the need for culturally/linguistically responsive practices.
10. Recommended no changes be made to the domain of Speaking and Listening.

## A Note on the Expansion of Foundational Skills

During their comprehensive review, the expert committee noted that the complexities of writing processes appear to be underexamined in the original Common Core State Standards (CCSS) and the New Jersey Student Learning Standards (NJSLS) adopted in 2016. They highlighted the four subheadings found in Foundational Skills: Reading, Print Concepts, Phonological Awareness*,* and Phonics and Word Identification, which are also foundational for children’s abilities to put words on a page. Graphophonic relationships, morphology, syntax, and features of text underscore both reading and writing but were not well developed in previous CCSS/NJSLS versions. The reviewers also highlighted that Fluency may be produced differently in reading, but the ability to encode automatically, with well-blended skills of letter formation, spelling, capitalization, and punctuation, is critical to free working memory for other composition processes.

Several other foundational skills for writing did previously appear in the 2016 Language Domain, which may have inadvertently created an artificial separation of foundational skills from other composition processes. Additionally, this placement serves to conflate skills that are integral to writing processes with the concepts about various aspects of language and how it functions (e.g., parts of speech, types of sentences). The expert review team suggested revisions to the NJSLS that acknowledge the complexity of writing processes as it currently does for reading. Creating a section focused on Foundational Skills for Writing was the proposed action, which was considered and carefully crafted by the NJSLS review committee from the body of research and evidence around foundational literacy skills.

Given the fact that New Jersey’s youngest learners may enter elementary schools at different points, it is critical for educators to note students’ proficiencies in the prior year Foundational Skills expectations, which must be evaluated prior to instruction in grade level content. This issue may be most pronounced for students in grade 1, as some students may not have had prior access to instruction in the NJSLS-ELA if they did not attend Kindergarten. Each year’s grade-specific performance expectations require students to retain or further develop skills and understandings mastered in preceding grades. If students lack the pre-requisite knowledge and remediation is required, the previous grade standards provide a starting point and a reference.

## A Note on the Inclusion of Climate Change Opportunities icon of hand holding a plant to denote opportunity to integrate climate change education.

With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state in the nation to include climate change education across content areas. The goal of inclusion of climate change education implementation is to foster generations of New Jersey students that can analyze, question, interpret, think independently, and bring critical deduction to fulfill and to lead in jobs created by burgeoning industries of the future green economy.

Revisions to the NJSLS-English language arts reflect the means in which humans connect through the modes of communication (reading, writing, speaking, and listening), by leveraging new technologies, media, and platforms to engage with, and learn from others. Students are using more communication tools than ever before, creating increasing opportunities for students around the world to share and problem-solve together. The ability for students to critically understand the arguments and messages shared by others and learn to effectively communicate is paramount. Informed and reasoned discussion about climate change and other important issues that affect lives daily is an essential part of participating in the public exchange of ideas. New Jersey is developing generations of students that can create, communicate, and lead in the future green economy.

Accompanying the 2023 NJSLS in ELA and Mathematics will be resources that identify standards that may be leveraged in support of instruction. The symbol for climate change through the standards (icon of hand holding a plant to denote opportunity to integrate climate change education. ) notes opportunities to integrate specific examples of climate change education provided by additional age-appropriate resources. These additional materials are designed to support educators in creating interdisciplinary units focused on authentic learning experiences integrating a range of perspectives.

## Comparison of NJSLS-ELA Frameworks

Figure 1: NJSLS-ELA 2016[Text Version of Figure 1](#_Text_Version_of)

Figure 2: NJSLS-ELA 2023

[Text Version of Figure 2](#_Text_Version_of_1)

\*The use of informational texts in 2016 was focused primarily on literary non-fiction, while the bulk of knowledge and skills related to informational text and expository writing resided in the Companion Standards, a set of expectations that the field reported was under referenced and underutilized. The informational text knowledge and skills have been integrated meaningfully into the Reading: Informational Text expectations.

## Vision for English Language Arts Education in New Jersey

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities.Throughout their kindergarten through grade 12 experience, students will:

* Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
* Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
* Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
* Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
* Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
* Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
* Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
* Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

## Practices of English Language Arts

The English Language Arts Practices offer the capacities held by students who have progressed through a kindergarten through grade 12 English Language Arts program in New Jersey. These practices describe students who are proficient in literacy, possessing the abilities to read deeply, create their own works, and listen and speak to a broad range of ideas. As New Jersey students advance through the grades and demonstrate proficiency in the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity the following capacities of the literate individual.

Student capacities include:

* Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one’s own learning.
* Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
* Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
* Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
* Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.
* Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one’s own identity, as well as understand, connect to and respect other perspectives and cultures.

## Language Domain Anchor Statements

### Language: System and structure, effective use, and vocabulary

The Language anchor statements include the system and structure of English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.

(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.

(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.

(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysisof word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

## Reading Domain Anchor Statements

### Reading: Text complexity and the growth of comprehension

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

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

(TS) Text Structure: By the end of grade 12, 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.

(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.

(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.

(AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.

(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## Writing Domain Anchor Statements

### Writing: Text types, responding to reading, and research

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

(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Speaking and Listening Anchor Statements

### Speaking and Listening: Flexible communication and collaboration

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

(PE) Participate Effectively: By the end of grade 12, 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.

(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

(PI) Present Information: By the end of grade 12, 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.

(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Kindergarten

### Language Domain

#### Foundational Skills: Reading Language

##### Print Concepts

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

1. Follow words from left to right, top to bottom, and page by page.
2. Recognize that spoken words are represented in written language by specific sequences of letters.
3. Understand that words are separated by spaces in print.
4. Recognize and name all upper- and lowercase letters of the alphabet.

##### Phonological Awareness

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1. Recognize and produce rhyming words.
2. Count, pronounce, blend, and segment syllables in spoken words.
3. Blend and segment onsets and rimes of single-syllable spoken words.
4. Orally repeat multi-syllable words and pronounce the separate syllables.
5. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
6. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

##### Phonics and Word Recognition

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
2. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
3. Read high-frequency words and grade level irregular words with automaticity.
4. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
5. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

##### Fluency

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

#### Foundational Skills: Writing Language

##### Sound-Letter Basics

L.WF.K.1Demonstrate command of the conventions of writing.

1. Match upper and lowercase letters.
2. Write upper and lowercase letters, with reference to a model.
3. Write left to right and include a space between words.
4. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
5. Write a common grapheme (letter or letter group) for each phoneme.
6. Orally segment the phonemes in any single syllable, spoken word.

##### Spelling

L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

1. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
2. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
3. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
4. Writing frequently used words accurately.
5. Attempting phonetic spellings of unknown words.
6. Writing initial and final consonant blends (must, slab, plump).

##### Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.K.3Demonstrate command of the conventions of sentence composition.

1. Repeat a sentence, identifying how many words are in the sentence.
2. Write simple sentences.
3. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
4. Use end punctuation.
5. Use manipulatives or digital tools to construct complete sentences.
6. Write sentences with increasing complexity.
7. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
8. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
9. With support, distinguish between a complete sentence and a sentence fragment.
10. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
11. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
12. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.

1. Use frequently occurring nouns and verbs.
2. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
3. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
4. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
5. Produce and expand complete sentences in shared language activities.

L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

1. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
2. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

1. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
2. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
3. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
4. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

### Reading Domain

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

RI.CI.K.2. With prompting and support, identify the main topic and key detailsof an informational text (e.g., who, what, where, when, why, how).

RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).

RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).

RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). icon of hand holding a plant to denote opportunity to integrate climate change education. 

RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.

RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

### Writing Domain

W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. icon of hand holding a plant to denote opportunity to integrate climate change education. 

1. Introduce a topic.
2. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

1. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
2. Provide limited details of experiences, events, or characters.
3. Provide a reaction to the experiences or events.

W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.

W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

### Speaking and Listening Domain

SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. icon of hand holding a plant to denote opportunity to integrate climate change education. 

1. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
2. Continue a conversation through multiple exchanges.

SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

## Grade 1

### Language Domain

#### Foundational Skills: Reading Language

##### Print Concepts

L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

##### Phonological Awareness

L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

1. Distinguish long from short vowel sounds in spoken single-syllable words.
2. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
3. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
4. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

##### Phonics and Word Recognition

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

1. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
2. Decode regularly spelled one-syllable words.
3. Know final -e and common vowel team conventions for representing long vowel sounds.
4. Distinguish long and short vowels when reading regularly spelled one-syllable words.
5. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
6. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
7. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

##### Fluency

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

1. Read grade-level text with purpose and understanding.
2. Read grade-level text orally with accuracy, appropriate rate, and expression.
3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Foundational Skills: Writing Language

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

1. Write the upper and lowercase alphabets from memory.
2. Write a common grapheme (letter or letter group) for each phoneme.
3. Orally segment the phonemes in any single syllable, spoken word.
4. Recognize that each syllable is organized around a vowel sound.

##### Spelling

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:

1. Short vowels and single consonants.
2. Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
3. Initial and final consonant blends (must, slab, plump).

##### Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

1. Write sentences with increasing complexity.
2. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
3. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
4. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
5. Use commas in dates and to separate single words in a series.
6. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
7. Write statements in response to questions, and questions transformed from statements, using conventional word order.
8. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
9. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

1. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
2. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

1. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
2. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
3. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
4. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
5. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

### Reading Domain

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).

RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.

RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.

RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.

RL.PP.1.5. Identify who is telling the story at various points in a text.

RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. ­­icon of hand holding a plant to denote opportunity to integrate climate change education. 

RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.

RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

### Writing Domain

W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

1. Introduce an opinion.
2. Support the opinion with facts or other information and examples related to the topic.
3. Provide a conclusion.

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. icon of hand holding a plant to denote opportunity to integrate climate change education. 

1. Introduce a topic.
2. Develop the topic with facts or other information and examples related to the topic.
3. Provide a conclusion.

W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.

1. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
2. Provide dialogue and/or description and details of experiences, events, or characters.
3. Use transitional words to manage the sequence of events.
4. Provide a reaction to the experiences or events.

W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.

1. With prompts and support, identify audience and purpose before writing.
2. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

### Speaking and Listening Domain

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. icon of hand holding a plant to denote opportunity to integrate climate change education. 

1. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
2. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
3. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

## Grade 2

### Language Domain

#### Foundational Skills: Reading Language

##### Phonics and Word Recognition

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

1. Know spelling-sound correspondences for common vowel teams.
2. Decode regularly spelled two-syllable words with long vowels.
3. Decode words with common prefixes and suffixes.
4. Identify words with inconsistent but common spelling-sound correspondences.
5. Recognize and read grade-appropriate irregularly spelled words.
6. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
7. Identify the parts of high-frequency words that are regular and the parts that are irregular.

##### Fluency

L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

1. Read grade-level text with purpose and understanding.
2. Read grade-level text orally with accuracy, appropriate rate, and expression.
3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Foundational Skills: Writing Language

##### Sound-Letter Basics

L.WF.2.1. Demonstrate command of the conventions of writing.

1. Write legibly and with sufficient fluency to support composition.
2. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
   1. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
   2. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a\_e, ai, ay, eigh.

##### Spelling

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

1. Regular, single-syllable words that include:
   1. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
   2. Complex consonant blends (scr, str, squ).
   3. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
   4. Vowel-r combinations (turn, star, third, four/for).
   5. Contractions (we’ll; I’m; they’ve; don’t).
   6. Homophones (bear, bare; past, passed).
   7. Plurals and possessives (its, it’s).
2. Regular two- and three-syllable words that:
   1. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).
   2. Are compounds comprising familiar parts (houseboat; yellowtail).
   3. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
3. Words with suffixes that require:
   1. consonant doubling (penning, slimmed).
   2. dropping silent-e (smiled, paving).
4. Most often used words in English:
   1. Irregular words (against, many, enough, does).
   2. Pattern-based words (which, kind, have).

##### Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

1. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
2. Capitalize holidays, product names and geographic names.
3. Supply adjectives in noun phrases to make them more precise or engaging.
4. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
5. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
6. Use an apostrophe to form contractions and frequently occurring possessives.
7. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

1. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
2. Compare formal and informal uses of English.

L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

1. Use sentence-level context as a clue to the meaning of a word or phrase.
2. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
3. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
4. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
5. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

1. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
2. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
3. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

### Reading Domain

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .

RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).

RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.

RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

RI.TS.2.4. Describe the overall structure of a text and effectively use varioustext features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. icon of hand holding a plant to denote opportunity to integrate climate change education. 

RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

### Writing Domain

W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.

1. Introduce an opinion.
2. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
3. Provide a conclusion.

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information. icon of hand holding a plant to denote opportunity to integrate climate change education. 

1. Introduce a topic clearly.
2. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
3. Provide a conclusion.

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.

1. Orient the reader by establishing a situation and introducing characters; organize an event sequence.
2. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
3. Use transitional words to manage the sequence of events.
4. Use concrete words and phrases and sensory details to convey experience and events.
5. Provide a conclusion or sense of closure related to the narrated experiences or events.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

1. Identify audience and purpose before writing.
2. Participate in self-evaluation of written work.
3. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

### Speaking and Listening Domain

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. icon of hand holding a plant to denote opportunity to integrate climate change education. 

1. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
2. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
3. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## Grade 3

### Language Domain

#### Foundational Skills: Reading Language

##### Phonics and Word Recognition

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

1. Identify and know the meaning of the most common prefixes and derivational suffixes.
2. Decode words with common Latin suffixes.
3. Decode multisyllable words.
4. Read grade-appropriate irregularly spelled words.
5. Analyze the parts of high-frequency words that are regular and the parts that are irregular.

##### Fluency

L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

1. Read grade-level text with purpose and understanding.
2. Read grade-level text orally with accuracy, appropriate rate, and expression.
3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Foundational Skills: Writing Language

##### Spelling

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.

1. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
2. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
3. Identify language of word origin, as noted in dictionaries.
4. Spell singular and plural possessives (teacher’s; teachers’)
5. Change y to i (cried) in words with suffixes, when required
6. Spell regular two- and three-syllable words that:
   1. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
   2. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
7. Spell common words in English, including regular and irregular forms.

##### Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

1. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
2. Capitalize appropriate words in titles.
3. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
4. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
5. Use appropriate pronouns with clear referents.
6. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
7. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
8. Paraphrase a main idea or event in order to vary sentence structure and word use.
9. Organize ideas into paragraphs with main ideas and supporting details.

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

1. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
2. Choose words and phrases for effect.
3. Recognize and observe differences between the conventions of spoken and written English.

L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

1. Use sentence-level context as a clue to the meaning of a word or phrase.
2. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
3. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
4. Useglossariesorbeginningdictionaries,bothprintanddigital,todetermineorclarifytheprecisemeaningofkeywordsandphrases.

L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

1. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
2. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
3. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

### Reading Domain

RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.

RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).

RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.

RL.IT.3.3. Describe the development of individual character’s traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

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

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently. '

RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.

RI.PP.3.5. Distinguish their own point of view from that of the author of a text.

RL.MF.3.6. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).

RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic. icon of hand holding a plant to denote opportunity to integrate climate change education. 

### Writing Domain

W.AW.3.1. Write opinion texts to present an idea with reasons and information. icon of hand holding a plant to denote opportunity to integrate climate change education. 

1. Introduce an opinion clearly.
2. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
3. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
4. Provide a conclusion related to the opinion presented.

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

1. Introduce a topic clearly.
2. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
3. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
4. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
5. Provide a conclusion related to the information or explanation presented.

W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.

1. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
2. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
3. Use transitional words and phrases to manage the sequence of events.
4. Use concrete words and phrases and sensory details to convey experiences and events.
5. Provide a conclusion or sense of closure that follows the narrated experiences or events.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

1. Identify audience, purpose, and intended length of composition before writing.
2. Consider writing as a process, including self-evaluation, revision and editing.
3. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

### Speaking and Listening Domain

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

1. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
2. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
3. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
4. Explain their own ideas and understanding in light of the discussion.

SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. icon of hand holding a plant to denote opportunity to integrate climate change education. 

SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## Grade 4

### Language Domain

#### Foundational Skills: Reading Language

##### Phonics and Word Recognition

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.

##### Fluency

L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

1. Read grade-level text with purpose and understanding.
2. Read grade-level text orally with accuracy, appropriate rate, and expression.
3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Foundational Skills: Writing Language

##### Spelling

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

1. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
2. Write affixed words that involve a sound or spelling change in the base word.
3. Spell grade-appropriate words correctly, consulting references as needed.
4. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

##### Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

1. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
2. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
3. Use independent clauses and coordinating conjunctions.
4. Form irregular verbs; form and use progressive tenses.
5. Form and use possessive nouns and pronouns.
6. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
7. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
8. Use apostrophes for possession.

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

1. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
2. Choose words and phrases to convey ideas precisely.
3. Choose punctuation for effect.
4. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

1. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
3. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

1. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
2. Determine the meaning of words and phrases that allude to significant characters found in literature.
3. Recognize and explain the meaning of common idioms, adages, and proverbs.
4. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

### Reading Domain

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.4.2. Summarize a literary text and interpret the author’s theme citing key details from the text.

RI.CI.4.2. Summarize an informational text and interpret the author’s purpose or main idea citing key details from the text.

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

RL.TS.4.4. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RI.PP.4.5. Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in in the point of view they represent.

RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures. icon of hand holding a plant to denote opportunity to integrate climate change education. 

RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

### Writing Domain

W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. icon of hand holding a plant to denote opportunity to integrate climate change education. 

1. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
2. Provide reasons that are supported by facts from texts and/or other sources.
3. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
4. Provide a conclusion related to the opinion presented.

W. IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

1. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
2. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
3. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5. Provide a conclusion related to the information or explanation presented.

W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
2. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
3. Use a variety of transitional words and phrases to manage the sequence of events.
4. Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
5. Provide a conclusion that follows from the narrated experiences or events.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

1. Identify audience, purpose, and intended length of composition before writing.
2. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
3. Consider writing as a process, including self-evaluation, revision and editing.
4. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
5. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

### Speaking and Listening Domain

SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

1. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
2. Follow agreed-upon rules for discussions and carry out assigned roles.
3. 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.
4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.

SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. icon of hand holding a plant to denote opportunity to integrate climate change education. 

SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.AS.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

## Grade 5

Language Domain

Foundational Skills: Reading Language

*Phonics and Word Recognition*

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.

*Fluency*

L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

1. Read grade-level text with purpose and understanding.
2. Read grade-level text orally with accuracy, appropriate rate, and expression.
3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing

*Sentence Composition (Grammar, Syntax, and Punctuation)*

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

1. Avoid fragments, run-ons and rambling sentences, and comma splices.
2. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
3. Ensure agreement between subject and verb and between pronoun and antecedent.
4. Distinguish between frequently confused words.
5. Use idiomatic language and choose words for effect; use punctuating for meaning and effect.
6. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
7. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Emma?).
8. Spell grade appropriate words correctly, consulting references as needed.

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

1. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
2. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
3. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

1. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
3. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

1. Interpret figurative language, including similes and metaphors, in context.
2. Recognize and explain the meaning of common idioms, adages, and proverbs.
3. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Reading Domain

RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RL.PP.5.5. Describe how a narrator’s or speaker’s point of view influences how events are described, and how that may influence the reader’s interpretation.

RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader’s interpretation.

RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RL.CT.5.8. Compare and contrast the authors’ approaches across two or more literary texts within the same genre or about the same or similar topics.

RI.CT.5.8. Compare and contrast the authors’ approaches across two or more informational texts within the same genre or about texts on the same or similar topics. icon of hand holding a plant to denote opportunity to integrate climate change education. 

Writing Domain

W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. icon of hand holding a plant to denote opportunity to integrate climate change education. 

1. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
2. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
3. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
4. Provide a conclusion related to the opinion presented.

W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

1. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
2. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
3. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5. Provide a conclusion related to the information of explanation presented.

W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
2. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
3. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
4. Use concrete words and phrases and sensory details to convey experiences and events precisely.
5. Provide a conclusion that follows from the narrated experiences or events.

W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

1. Consider audience, purpose, and intent before writing.
2. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
3. Consider writing as a process, including self-evaluation, revision and editing.
4. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
5. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.

W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain

SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

1. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
2. Follow agreed-upon rules for discussions and carry out assigned roles.
3. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
4. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.PI.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. icon of hand holding a plant to denote opportunity to integrate climate change education. 

SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

## Grade 6

Language Domain

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

1. Ensure that pronouns are in the proper case (subjective, objective, possessive).
2. Use intensive pronouns (e.g., myself, ourselves).
3. Recognize and correct inappropriate shifts in pronoun number and person.
4. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
5. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
6. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

1. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
2. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
3. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
4. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

1. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
2. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
3. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
4. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
5. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

1. Interpret figures of speech (e.g., personification) in context.
2. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
3. Analyze the impact of a specific word choice on meaning and tone.
4. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Reading Domain

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.6.2. Determinethe central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.6.3. Describe how a particular text’s structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

RI.IT.6.3. Analyze how a particular text’s (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

RI.PP.6.5. Identify author’s purpose perspective or potential bias in a text and explain the impact on the reader’s interpretation.

RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. icon of hand holding a plant to denote opportunity to integrate climate change education. 

RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.

Writing Domain

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

1. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
2. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
3. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
4. Establish and maintain a formal/academic style, approach, and form.
5. Provide a concluding statement or section that follows from the argument presented.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

1. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
3. Use appropriate transitions to clarify the relationships among ideas and concepts.
4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5. Acknowledge and attempt a formal/academic style, approach, and form.
6. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

1. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
2. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
3. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
4. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
5. Provide a conclusion that follows from the narrated experiences or events.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. icon of hand holding a plant to denote opportunity to integrate climate change education. 

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Domain

SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
2. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
3. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
4. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.icon of hand holding a plant to denote opportunity to integrate climate change education. 

SL.ES.6.3. Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## Grade 7

Language Domain

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

1. Explain the function of phrases and clauses in general and their function in specific sentences.
2. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
3. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
4. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
5. Recognize spelling conventions.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

1. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
2. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
3. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

1. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
2. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
3. Analyze the impact of a specific word choice on meaning and tone.
4. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
5. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

1. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
2. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
3. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
4. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Reading Domain

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. icon of hand holding a plant to denote opportunity to integrate climate change education. 

RL.CT.7.8. Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.

RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Writing Domain

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

1. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
2. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
4. Establish and maintain a formal style/academic style, approach, and form.
5. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

1. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
3. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
4. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.
5. Establish and maintain a formal style academic style, approach, and form.
6. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

W.NW.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. icon of hand holding a plant to denote opportunity to integrate climate change education. 

W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Domain

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

1. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
2. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
3. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
4. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. icon of hand holding a plant to denote opportunity to integrate climate change education. 

SL.ES.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## Grade 8

Language Domain

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

1. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
2. Form and use verbs in the active and passive voice.
3. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
4. Recognize and correct inappropriate shifts in verb voice and mood.
5. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
6. Use an ellipsis to indicate an omission.
7. Recognize spelling conventions.

L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

1. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
2. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
3. 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).

L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

1. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
2. Analyze the impact of specific word choices on meaning and tone.
3. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
4. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
5. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

1. Interpret figures of speech (e.g., verbal irony, puns) in context.
2. Use the relationship between particular words to better understand each of the words.
3. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
4. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Reading Domain

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person’s life story in both print and multimedia), as well as what is emphasized or absent in each work.

RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. icon of hand holding a plant to denote opportunity to integrate climate change education. 

RL.CT.8.8. Analyze and reflect on how the author’s idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author’s emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Writing Domain

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

1. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
2. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
4. Establish and maintain a formal or academic style, approach, and form.
5. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

1. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
2. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
3. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
4. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
5. Establish and maintain a formal style/academic style, approach, and form.
6. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. icon of hand holding a plant to denote opportunity to integrate climate change education. 

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Domain

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

1. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
2. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
3. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
4. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. icon of hand holding a plant to denote opportunity to integrate climate change education. 

SL.ES.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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

## Grades 9–10

Language Domain

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

1. Use parallel structure.
2. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

D. Use a colon to introduce a list or quotation.

E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

1. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
2. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
3. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

1. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
3. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
4. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
5. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

1. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
2. Analyze nuances in the meaning of words with similar denotations.
3. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

Reading Domain

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RI.TS.9–10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RL.MF.9–10.6. Analyze integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. icon of hand holding a plant to denote opportunity to integrate climate change education. 

Writing Domain

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

1. 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.
2. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.
3. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
4. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
5. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

1. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
2. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
3. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
4. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
5. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. icon of hand holding a plant to denote opportunity to integrate climate change education. 

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
2. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
3. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
4. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.ES.9–10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. icon of hand holding a plant to denote opportunity to integrate climate change education. 

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

## Grades 11–12

Language Domain

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

1. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
2. Observe hyphenation conventions.
3. Recognize spelling conventions.

L.KL.11–12.2. 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.

1. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
2. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
3. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

1. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
3. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
4. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
5. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

1. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
2. Analyze nuances in the meaning of words with similar denotations.
3. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
4. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Reading Domain

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. icon of hand holding a plant to denote opportunity to integrate climate change education. 

Writing Domain

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
2. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
3. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
4. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
5. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

1. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
2. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
3. 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.
4. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
5. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
6. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

1. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
2. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
3. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
4. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
5. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. icon of hand holding a plant to denote opportunity to integrate climate change education. 

W.SE.11–12.6. 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 (MLA or APA Style Manuals).

W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Speaking and Listening Domain

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
2. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
3. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
4. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.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. icon of hand holding a plant to denote opportunity to integrate climate change education. 

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## Appendix A: Text Versions of Diagrams

Text Version of Figure 1

NJSLS-ELA 2016

Four domains plus either:

* Foundational Skills: Reading (Grades K–5); or
* Companion Standards (Grades 6–12).

Four domains:

* Reading,
* Writing,
* Language, and
* Speaking and Listening.

Reading Domain:

* Literary Texts
* Informational Texts

Companion Standards:

* Reading in history, social studies, science, and technical subjects
* Writing in history, social studies, science, and technical subjects

Note about Informational Texts

The use of informational texts in 2016 was focused primarily on literary non-fiction, while the bulk of knowledge and skills related to informational text and expository writing resided in the Companion Standards, a set of expectations that the field reported was under referenced and underutilized. The informational text knowledge and skills have been integrated meaningfully into the Reading: Informational Text expectations.

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Text Version of Figure 2

NJSLS-ELA 2023

Four domains:

* Reading
* Writing
* Speaking and Listening
* Language

Reading domain:

* Literary texts
* Informational Texts

Language domain:

* Foundation skills: reading
* Foundational skills: writing

Note about Informational Texts

The use of informational texts in 2016 was focused primarily on literary non-fiction, while the bulk of knowledge and skills related to informational text and expository writing resided in the Companion Standards, a set of expectations that the field reported was under referenced and underutilized. The informational text knowledge and skills have been integrated meaningfully into the Reading: Informational Text expectations.

[Back to document: text after Figure 2](#AfterFigure2)