

English 1 through English 4 Standards and Indicators

Inquiry-Based Literacy Standards (I)

Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
1.1 Use a recursive process to develop, evaluate, and refine, questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.	1.1 Use a recursive process to develop, refine, and evaluate questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.	1.1 Use a recursive process to develop, refine, and evaluate questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.	1.1 Use a recursive process to develop, refine, and evaluate questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.

Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.	2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.	2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.	2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.
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Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

3.1 Develop a plan of action by using appropriate discipline-specific strategies.	3.1 Develop a plan of action by using appropriate discipline-specific strategies.	3.1 Develop a plan of action by using appropriate discipline-specific strategies.	3.1 Develop a plan of action by using appropriate discipline-specific strategies.
3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.	3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.	3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.	3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.
3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.	3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.	3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.	3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.

3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.	3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; and identify implications for future inquiry.	3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; and identify implications for future inquiry.	3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; and identify implications for future inquiry.
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Standard 4: Synthesize information to share learning and/or take action.

4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.	4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.	4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.	4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.
4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.	4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.	4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.	4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.
4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.	4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.	4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.	4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.

5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.	5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.	5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.	5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.
5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.	5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.	5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.	5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.
5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.	5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.	5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.	5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.

Reading - Literary Text

Expectations for Teaching and Learning

*Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.
Teachers should continue to address earlier standards as they apply to more complex text.
Students are expected to build upon and continue applying concepts learned previously.*

By the end of English 4, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: adventure stories, historical fiction, contemporary realistic fiction, myths, satires, parodies, allegories, and monologues. In the category of literary nonfiction, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.

Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

Principles of Reading (P)

Standard 1: Demonstrate understanding of the organization and basic features of print.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
1.1 Students are expected to build upon and continue applying previous learning. Grade 1 Recognize the distinguishing features of a sentence.			
1.2 Students are expected to build upon and continue applying previous learning. Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.			
1.3 Students are expected to build upon and continue applying previous learning. Kindergarten Understand that words are separated by spaces in print.			
1.4 Students are expected to build upon and continue applying previous learning. Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.			

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

<p>2.1 Students are expected to build upon and continue applying previous learning. Grade 1 Distinguish long from short vowel sounds in spoken single-syllable words.</p>
<p>2.2 Students are expected to build upon and continue applying previous learning. Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words.</p>
<p>2.3 Students are expected to build upon and continue applying previous learning. Grade 1 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</p>
<p>2.4 Students are expected to build upon and continue applying previous learning. Grade 1 Segment spoken single-syllable words into their complete sequence of individual sounds.</p>
<p>2.5 Students are expected to build upon and continue applying previous learning. Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.</p>

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

<p>3.1 Students are expected to build upon and continue applying previous learning. Grade 4 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context and out of context.</p>
<p>3.2 Students are expected to build upon and continue applying previous learning. Grade 2 Use knowledge of how syllables work to read multisyllabic words.</p>
<p>3.3 Students are expected to build upon and continue applying previous learning. Grade 2 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</p>
<p>3.4 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of vowel diphthongs.</p>
<p>3.5 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of how inflectional endings change words.</p>
<p>3.6 Students are expected to build upon and continue applying previous learning. Grade 3 Read grade-appropriate irregularly spelled words.</p>

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.
4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Meaning and Context (MC)

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.	5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.	5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.	5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.
5.2 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 <i>Make predictions before and during reading; confirm or modify thinking.</i>			

Standard 6: Summarize key details and ideas to support analysis of thematic development.

6.1 Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	6.1 Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	6.1 Analyze the development of related themes across multiple texts citing evidence to support analysis; provide an objective summary.	6.1 Analyze the development of related themes across a variety of texts citing evidence to support analysis; provide an objective summary.
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Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.

7.1 Trace the development of a common theme in two different artistic mediums.	7.1 Trace the development of a common theme across media, modality, and format.	7.1 Analyze the development of theme across diverse media, modality, and format.	7.1 Analyze the development of theme across diverse media, modality, and format.
7.2 Investigate how literary texts and related media allude to themes and archetypes from historical and cultural traditions.	7.2 Explain how literary texts and related media allude to themes and archetypes from historical and cultural traditions.	7.2 Analyze how literary texts and related media allude to themes and archetypes from historical and cultural traditions.	7.2 Analyze how literary texts and related media allude to themes and archetypes from historical and cultural traditions.

Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

8.1 Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.	8.1 Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.	8.1 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.	8.1 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.
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Language, Craft, and Structure (LCS)

Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
9.1 Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.	9.1 Determine the figurative and connotative meanings of words and phrases; analyze the cumulative impact of specific word choices on meaning and tone.	9.1 Analyze and interpret the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful.	9.1 Evaluate the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning and tone.
<p><i>9.2 Students are expected to build upon and continue applying previous learning</i></p> <p>Grade 7 <i>Analyze the impact of the author’s use of words, word phrases, and conventions on meaning and tone.</i></p>			

Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

10.1 Use context clues to determine meanings of words and phrases.	10.1 Use context clues to determine meanings of words and phrases.	10.1 Use context clues to determine meanings of words and phrases.	10.1 Use context clues to determine meanings of words and phrases.
<p><i>10.2 Students are expected to build upon and continue applying previous learning.</i> Grade 5 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</p>			
<p><i>10.3 Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use a base word to determine the meaning of an unknown word with the same base.</p>			
<p><i>10.4 Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use the meanings of individual words to predict the meaning of compound words.</p>			
<p><i>10.5 Students are expected to build upon and continue applying previous learning.</i> Grade 5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p>			
<p><i>10.6 Students are expected to build upon and continue applying previous learning.</i> Grade 6 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</p>			

Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.

11.1 Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.	11.1 Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.	11.1 Analyze how point of view and author’s perspective and purpose shape content, meaning, and style, supports rhetorical or aesthetic purposes, and conveys cultural experience.	11.1 Analyze how point of view and author’s perspective and purpose shape content, meaning, and style; supports rhetorical or aesthetic purposes; and conveys cultural experience.
<p><i>11.2 Students are expected to build upon and continue applying previous learning.</i> Grade 3 Compare and contrast the reader’s point of view to that of the narrator or a character.</p>			

Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

12.1 Determine the significance of the author’s use of text structure and plot organization to create the effects of mystery, tension, or surprise-citing support from the text.	12.1 Analyze how the relationships among structure, plot, and manipulation of time create the effects of mystery, tension, or surprise citing support from the text.	12.1 Analyze the relationships among structure, plot, and manipulation of time to determine how meaning is derived citing support from the text.	12.1 Evaluate various texts to formulate a theory regarding the authors’ use of structure, plot, and manipulation of time citing support from the texts.
12.2 Analyze how an author’s choices concerning how to structure a text, order events within the text, and manipulate time create different effects.	12.2 Analyze how an author’s choices concerning how to structure a text, order events within the text, and manipulate time create different effects.	12.2 Analyze how an author’s choices concerning how to structure texts, order events within the text, and manipulate time create different effects.	12.2 Critique how an author’s choices concerning how to structure texts, order events within the text, and manipulate time create different effects.

Range and Complexity (RC)

Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
13.1 Engage in whole and small group reading with purpose and understanding.	13.1 Engage in whole and small group reading with purpose and understanding.	13.1 Engage in whole and small group reading with purpose and understanding.	13.1 Engage in whole and small group reading with purpose and understanding.
13.2 Read independently for sustained periods of time to build stamina.	13.2 Read independently for sustained periods of time to build stamina.	13.2 Read independently for sustained periods of time to build stamina.	13.2 Read independently for sustained periods of time to build stamina.
13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	13.3 Read and respond to grade level text as self-directed, critical readers and thinkers.

Reading - Informational Text (RI)

Expectations for Teaching and Learning

*Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.
Teachers should continue to address earlier standards as they apply to more complex text.
Students are expected to build upon and continue applying concepts learned previously.*

By the end of English 4, students read informational (expository/persuasive/argumentative) texts in print and multimedia formats of the following types: historical documents, research reports, essays (for example, social, political, scientific, historical, natural history), position papers (for example, persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (for example, book, movie, product), contracts, government documents, business forms, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of multimedia texts.

Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

Principles of Reading (P)

Standard 1: Demonstrate understanding of the organization and basic features of print.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
1.1 Students are expected to build upon and continue applying previous learning. Grade 1 Recognize the distinguishing features of a sentence.			
1.2 Students are expected to build upon and continue applying previous learning. Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.			
1.3 Students are expected to build upon and continue applying previous learning. Kindergarten Understand that words are separated by spaces in print.			
1.4 Students are expected to build upon and continue applying previous learning. Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.			

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

<i>2.1 Students are expected to build upon and continue applying previous learning. Grade 1 Distinguish long from short vowel sounds in spoken single-syllable words.</i>
<i>2.2 Students are expected to build upon and continue applying previous learning. Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words.</i>
<i>2.3 Students are expected to build upon and continue applying previous learning. Grade 1 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</i>
<i>2.4 Students are expected to build upon and continue applying previous learning. Grade 1 Segment spoken single-syllable words into their complete sequence of individual sounds.</i>
<i>2.5 Students are expected to build upon and continue applying previous learning. Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.</i>

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

<i>3.1 Students are expected to build upon and continue applying previous learning. Grade 4 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context and out of context.</i>
<i>3.2 Students are expected to build upon and continue applying previous learning. Grade 2 Use knowledge of how syllables work to read multisyllabic words.</i>
<i>3.3 Students are expected to build upon and continue applying previous learning. Grade 2 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</i>
<i>3.4 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of vowel diphthongs.</i>
<i>3.5 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of how inflectional endings change words.</i>
<i>3.6 Students are expected to build upon and continue applying previous learning. Grade 3 Read grade-appropriate irregularly spelled words.</i>

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.
4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.

Meaning and Context (MC)

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.	5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.	5.1 Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.	5.1 Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.

5.2 Students are expected to build upon and continue applying previous learning.

Grade 2 *Make predictions before and during reading; confirm or modify thinking.*

Standard 6: Summarize key details and ideas to support analysis of central ideas.

6.1 Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	6.1 Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	6.1 Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.	6.1 Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.
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Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.

7.1 Explain how the use of different mediums, modalities, or formats impacts the reader's understanding of events, topics, concepts, and ideas in argument or informative texts.	7.1 Explain how the use of different mediums, modalities, or formats impacts the reader's understanding of events, topics, concepts, and ideas in argument or informative texts.	7.1 Analyze how the use of different mediums, modalities, or formats impacts the reader's understanding of events, topics, concepts, and ideas in argument or informative texts.	7.1 Evaluate the use of different mediums, modalities, or formats impacts the reader's understanding of events, topics, concepts, and ideas in argument or informative texts.
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Language, Craft, and Structure (LCS)

Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
8.1 Determine figurative, connotative, or technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies or allusions on meaning and tone.	8.1 Determine the figurative, connotative, or technical meanings of words and phrases; analyze the cumulative impact of specific words and phrases on meaning and tone.	8.1 Determine the figurative, connotative, or technical meanings of words and phrases; analyze how an author uses and refines words and phrases over the course of a text.	8.1 Determine the figurative, connotative, or technical meanings of words and phrases; compare and contrast how authors use and refine words or phrases.
8.2 Determine how an author uses text features and structures to shape meaning and tone.	8.2 Explain how the author's meaning and tone are developed and refined by text features and structures.	8.2 Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone.	8.2 Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone.

Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

9.1 Use context clues to determine meanings of words and phrases.	9.1 Use context clues to determine meanings of words and phrases.	9.1 Use context clues to determine meanings of words and phrases.	9.1 Use context clues to determine meanings of words and phrases.
9.2 <i>Students are expected to build upon and continue applying previous learning.</i>			
Grade 6 Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases and affixes.			
9.3 <i>Students are expected to build upon and continue applying previous learning.</i>			
Grade 2 Use a base word to determine the meaning of an unknown word with the same base.			
9.4 <i>Students are expected to build upon and continue applying previous learning.</i>			

Grade 4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.
 9.5 Students are expected to build upon and continue applying previous learning.
Grade 5 Acquire and use general academic and domain specific words or phrases that signal contrast, addition, and logical relationships; demonstrate and understanding of nuances and jargon.

Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.

10.1 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	10.1 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	10.1 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	10.1 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
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Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

11.1 Explain how the author’s ideas or claims are supported through the use of text features and structures.	11.1 Analyze in detail how the author’s ideas or claims are supported through the use of text features and structures.	11.1 Evaluate the effectiveness of the author’s use of text features and structures to support a claim.	11.1 Compare and contrast the effectiveness of authors’ uses of text features and structures to support similar claims.
11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	11.2 Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing.	11.2 Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing.

Range and Complexity (RC)

Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
12.1 Engage in whole and small group reading with purpose and understanding.	12.1 Engage in whole and small group reading with purpose and understanding.	12.1 Engage in whole and small group reading with purpose and understanding.	12.1 Engage in whole and small group reading with purpose and understanding.
12.2 Read independently for a sustained period of time.	12.2 Read independently for a sustained period of time.	12.2 Read independently for a sustained period of time.	12.2 Read independently for a sustained period of time.
12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.

Writing (W)

Expectations for Teaching and Learning

*Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.
Teachers should continue to address earlier standards as they apply to more complex text.
Students are expected to build upon and continue applying concepts learned previously.*

Fundamentals of Writing

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Interact and collaborate with peers and adults to develop and strengthen writing.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

Meaning, Context, and Craft (MCC)

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
<p>1.1 Write arguments that:</p> <p>a. introduce a precise claim and differentiate between the claim and counterclaims;</p> <p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. assess the credibility and accuracy of each source;</p> <p>d. use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and</p>	<p>1.1 Write arguments that:</p> <p>a. introduce a precise claim and differentiate between the claim and counterclaims;</p> <p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. assess the credibility and accuracy of each source;</p> <p>d. use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and</p>	<p>1.1 Write arguments that:</p> <p>a. introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims;</p> <p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. assess the credibility and accuracy of each source;</p> <p>d. create an organizational structure that logically sequences claim(s), counterclaims, reasons, warrants, and evidence;</p>	<p>1.1 Write arguments that:</p> <p>a. introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims;</p> <p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. assess the credibility and accuracy of each source;</p> <p>d. create an organizational structure that logically sequences claim(s), counterclaims, reasons, warrants, and evidence;</p>

<p>evidence;</p> <p>e. develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims;</p> <p>f. develop and strengthen writing as needed by planning, revising, editing, rewriting;</p> <p>g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</p> <p>h. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;</p> <p>i. provide a concluding statement or section that follows from and supports the argument presented; and</p> <p>j. include a call to action.</p>	<p>evidence;</p> <p>e. develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims;</p> <p>f. develop and strengthen writing as needed by planning, revising, editing, rewriting;</p> <p>g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</p> <p>h. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;</p> <p>i. provide a concluding statement or section that follows from and supports the argument presented; and</p> <p>j. include a call to action.</p>	<p>e. develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases;</p> <p>f. use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims;</p> <p>g. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline;</p> <p>h. develop and strengthen writing as needed by planning, revising, editing, rewriting;</p> <p>i. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</p> <p>j. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;</p> <p>k. provide a concluding statement or section that follows from and supports the argument presented; and</p> <p>l. include a call to action.</p>	<p>e. develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases;</p> <p>f. use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims;</p> <p>g. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline;</p> <p>h. develop and strengthen writing as needed by planning, revising, editing, rewriting;</p> <p>i. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</p> <p>j. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;</p> <p>k. provide a concluding statement or section that follows from and supports the argument presented; and</p> <p>l. include a call to action.</p>
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Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

<p>2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> a. introduce a topic; b. use relevant information from multiple print and multimedia sources; c. organize complex ideas, concepts, and information to make connections and distinctions; d. assess the credibility and accuracy of each source; e. include formatting, graphics, and multimedia to aid comprehension as needed; f. 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; g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; h. develop and strengthen writing as needed by planning, revising, editing, rewriting; i. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex 	<p>2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> a. introduce a topic; b. use relevant information from multiple print and multimedia sources; c. organize complex ideas, concepts, and information to make connections and distinctions; d. assess the credibility and accuracy of each source; e. include formatting, graphics, and multimedia to aid comprehension as needed; f. 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; g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; h. develop and strengthen writing as needed by planning, revising, editing, rewriting; i. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify 	<p>2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> a. introduce a topic; b. use relevant information from multiple print and multimedia sources; c. organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; d. assess the credibility and accuracy of each source; e. include formatting, graphics, and multimedia to aid as needed; f. develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; h. develop and strengthen writing as needed by planning, revising, editing, rewriting; i. use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify 	<p>2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> a. introduce a topic; b. use relevant information from multiple print and multimedia sources; c. organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; d. assess the credibility and accuracy of each source; e. include formatting, graphics, and multimedia to aid as needed; f. develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; h. develop and strengthen writing as needed by planning, revising, editing, rewriting; i. use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify
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<p>ideas and concepts;</p> <p>j. use precise language and domain-specific vocabulary to manage the complexity of the topic;</p> <p>k. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and</p> <p>l. provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>ideas and concepts;</p> <p>j. use precise language and domain-specific vocabulary to manage the complexity of the topic;</p> <p>k. establish and maintain a consistent style and objective tone while attending norms and conventions of the discipline; and</p> <p>l. provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>the relationships among complex ideas and concepts;</p> <p>j. use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic;</p> <p>k. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and</p> <p>l. provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>the relationships among complex ideas and concepts;</p> <p>j. use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic;</p> <p>k. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and</p> <p>l. provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
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Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <p>a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;</p> <p>b. 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;</p>	<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <p>a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;</p> <p>b. 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;</p> <p>c. use narrative techniques of</p>	<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <p>a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;</p> <p>b. 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;</p> <p>c. create a smooth progression of experiences or events;</p>	<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <p>a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;</p> <p>b. 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;</p> <p>c. create a smooth progression of experiences or events;</p>
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<p>c. use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters;</p> <p>d. use a variety of techniques to sequence events so that they build on one another to create a coherent whole;</p> <p>e. develop and strengthen writing as needed by planning, revising, editing, rewriting;</p> <p>f. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and</p> <p>g. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters;</p> <p>d. use a variety of techniques to sequence events so that they build on one another to create a coherent whole;</p> <p>e. develop and strengthen writing as needed by planning, revising, editing, rewriting;</p> <p>f. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and</p> <p>g. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>d. use the narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters;</p> <p>e. 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;</p> <p>f. develop and strengthen writing as needed by planning, revising, editing, rewriting;</p> <p>g. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and</p> <p>h. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>d. use the narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters;</p> <p>e. 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;</p> <p>f. develop and strengthen writing as needed by planning, revising, editing, rewriting;</p> <p>g. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and</p> <p>h. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
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Language (L)

Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
<p>4.1 When writing:</p> <ul style="list-style-type: none"> a. use parallel structure; b. identify and use gerunds, infinitives, and participles; c. identify and use active and passive verbs; d. explain and use indicative, imperative, subjunctive, conditional verb moods to communicate different messages; and e. use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun, relative, and adverbial clauses to convey specific meanings and add variety and interest to writing. 	<p>4.1 When writing:</p> <ul style="list-style-type: none"> a. use parallel structure; b. use verb, noun, prepositional, and verbal phrases to communicate different meanings; c. use independent, dependent, noun, relative, and adverbial phrases and clauses to convey shades of meaning and variety; d. use parallel structures to communicate similar ideas; and e. use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun, relative, and adverbial clauses to convey specific meanings and add variety and interest to writing. 	<p>4.1 When writing:</p> <ul style="list-style-type: none"> a. use verb, noun, prepositional, and verbal phrases to communicate different meanings; b. use independent, dependent, noun, relative, and adverbial phrases and clauses to convey shades of meaning and variety; c. demonstrate command of grammar and usage rules; d. apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; and e. resolve issues of complex or contested usage, consulting references as needed. 	<p>4.1 When writing:</p> <ul style="list-style-type: none"> a. apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; and b. resolve issues of complex or contested usage, consulting references as needed.

Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

5.1 Students are expected to build upon and continue applying previous learning. <i>Grade 5 Apply correct usage of capitalization in writing.</i>			
5.2 Use: a. a semicolon or a conjunctive adverb to link two or more closely related independent clauses; b. a colon to introduce a list or quotation; and c. commas to separate adjacent, parallel structures.	5.2 Use: a. a semicolon or a conjunctive adverb to link two or more closely related independent clauses; b. a colon to introduce a list or quotation; and c. commas to separate adjacent, parallel structures.	5.2 Use: a. semicolon, colon, and comma conventions; and b. hyphenation conventions.	5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
5.3 Students are expected to build upon and continue applying previous learning. <i>Grade 3 Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.</i>			
5.4 Students are expected to build upon and continue applying previous learning. <i>Grade 4 Use spelling patterns and generalizations.</i>			
5.5 Students are expected to build upon and continue applying previous learning. <i>Grade 3 Consult print and multimedia resources to check and correct spellings.</i>			

Range and Complexity (RC)

Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.	6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.	6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.	6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.
6.2 Students are expected to build upon and continue applying previous learning. <i>Grade 2 Print upper- and lower-case letters proportionally using appropriate handwriting techniques.</i>			
6.3 Students are expected to build upon and continue applying previous learning. <i>Grade 1 Write left to right leaving space between words.</i>			
6.4 Demonstrate effective keyboarding skills.	6.4 Demonstrate effective keyboarding skills.	6.4 Demonstrate effective keyboarding skills.	6.4 Demonstrate effective keyboarding skills.
6.5 Students are expected to build upon and continue applying previous learning. <i>Grade 5 Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.</i>			

Communication (C)

Expectations for Teaching and Learning

*Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.
Teachers should continue to address earlier standards as they apply to more complex text.
Students are expected to build upon and continue applying concepts learned previously.*

Fundamentals of Communication

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other's ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

Meaning and Context (MC)

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; and develop logical interpretations of new findings.	1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; and develop logical interpretations of new findings.	1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings; and restate new interpretations.	1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings; and restate new interpretations.
1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and	1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and	1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and	1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and

persuasively.	persuasively.	persuasively.	persuasively.
1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.	1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.	1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.	1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.
1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.	1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.	1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.	1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.
1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.	1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.	1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.	1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.
1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.	1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.	1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives using facts and details.	1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives using facts and details.

Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

2.1 Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose,	2.1 Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose,	2.1 Present information and findings from multiple authoritative sources; assess the strengths and limitations of each source, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.	2.1 Present information and findings from multiple authoritative sources; assess the strengths and limitations of each source, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.
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audience, and task.	audience, and task.		
2.2 Distinguish between credible and non-credible sources of information.	2.2 Distinguish between credible and non-credible sources of information.	2.2 Distinguish between credible and non-credible sources of information.	2.2 Distinguish between credible and non-credible sources of information.
2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.	2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.	2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.	2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.

Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

3.1 Determine how context influences the mode of communication used by the presenter in a given situation.	3.1 Analyze how context influences the mode of communication used by the presenter in a given situation.	3.1 Analyze how context influences choice of communication, and employ the appropriate mode for presenting ideas in a given situation.	3.1 Analyze how context influences choice of communication, and employ the appropriate mode for presenting ideas in a given situation.
3.2 Create engaging visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	3.2 Create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	3.2 Construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	3.2 Construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

Language, Craft, and Structure (LCS)

Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
4.1 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacies in reasoning or exaggerated or distorted evidence.	4.1 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacies in reasoning or exaggerated or distorted evidence.	4.1 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.	4.1 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.
4.2 Determine if the speaker develops well-organized messages that use logical, emotional, and ethical appeals.	4.2 Determine if the speaker develops well-organized messages that use logical, emotional, and ethical appeals.	4.2 Analyze the speaker's delivery of messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details.	4.2 Evaluate the speaker's delivery of messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details.
4.3 Analyze the speaker's use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.	4.3 Analyze the speaker's use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.	4.3 Evaluate the effectiveness of the speaker's use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.	4.3 Evaluate the effectiveness of the speaker's use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.

Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.

5.1 Remain conscious of the audience and anticipate possible misconceptions or objections.	5.1 Remain conscious of the audience and anticipate possible misconceptions or objections.	5.1 Give extemporaneous and planned presentations that are engaging and well-crafted.	5.1 Give extemporaneous and planned presentations that are engaging and well-crafted.
5.2 Employ effective repetition, rhetorical questions, and delivery style to convey message to impact the audience.	5.2 Employ effective repetition, rhetorical questions, and delivery style to convey message to impact the audience.	5.2 Deliver messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details.	5.2 Deliver messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details.
5.3 Develop messages that use logical, emotional, and ethical appeals.	5.3 Develop messages that use logical, emotional, and ethical appeals.	5.3 Develop messages that use logical, emotional, and ethical appeals.	5.3 Develop messages that use logical, emotional, and ethical appeals.

Disciplinary Literacy (DL)

Reading, writing, communicating, thinking critically, and performing in meaningful, relevant ways within and across disciplines are essential practices for accessing and deeply understanding content. Immersion in the language and thinking processes of each discipline guides students to develop and cultivate a deeper understanding of particular disciplines.

College- and career-ready students must be able to expertly navigate curriculum, paying close attention to practices unique to a particular discipline. Disciplinary Literacy works in concert with Inquiry-Based Literacy Standards to prepare students for the demands of the 21st century. These practices also offer opportunities for students to demonstrate their understanding of the content in traditional and non-traditional ways.

The *South Carolina College- and Career-Ready Standards for English Language Arts 2015* include the Disciplinary Literacy practices listed below:

- **Read, write, and communicate using knowledge of a particular discipline.**
- **Integrate the Reading, Writing, and Communication Standards and the Inquiry-Based Literacy Standards to communicate and create understanding within content areas.**
- **Extend and deepen understanding of content through purposeful, authentic, real-world tasks to show understanding and integration of content within and across disciplines.**