

Alabama Course of Study English Language Arts





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Alabama Course of Study: English Language Arts
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STATE SUPERINTENDENT OF EDUCATION'S MESSAGE

Dear Educator:

The 2021 *Alabama Course of Study: English Language Arts* presents a sound framework designed to prepare students for the English Language Arts demands in both college studies and careers. Within this document is a set of challenging content standards for students at each grade level. Alabama State Department of Education (ALSDE) assessments are based on these standards, and *Alabama Achieves: A Strategic Plan for a New Decade* defines the accountability measures enacted to ensure student growth.

Student success depends on local system leadership, school leadership, and effective classroom instruction. Important local decisions include **how** students will accomplish these standards, **in what sequence** teachers will address them, and **how much time** will be allotted for instruction of each standard. These decisions are as significant as the Course of Study's indications of **what** students need to know and be able to do. I encourage each system to use these standards, ALSDE Instructional Supports, and Performance-Level Descriptors to craft local curriculum guides that determine how students will achieve these standards and perhaps go beyond them.

These standards are based on a foundation provided by the *Revised 2016 Alabama Course of Study: English Language Arts*, the National Assessment of Educational Progress (NAEP), the National Council of Teachers of English (NCTE), *Alabama Achieves: A Strategic Plan for a New Decade*, *Alabama Literacy Act Implementation Guide*, the *Alabama Dyslexia Resource Guide*, and English Language Arts standards in other states. Content standards are designed not only to meet English Language Arts classroom expectations, but also to enhance student performance in other content areas.

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Alabama Course of Study: English Language Arts

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PREFACE

The 2021 *Alabama Course of Study: English Language Arts* provides the framework for the K-12 study of English Language Arts in Alabama's public schools. Content standards in this document are minimum and required (*Code of Alabama*, 1975, §16-35-4), fundamental and specific, but not exhaustive. The course of study provides the foundation on which local education agencies can build a robust learning sequence. The standards encourage a broad view of literacy that promotes knowledge-building across categories and subjects, making integration of content and collaboration among educators much easier to achieve.

The standards in the 2021 *Alabama Course of Study: English Language Arts* are a departure from the previous standards. The 2021 standards provide a comprehensive foundation for Kindergarten through Grade 3 literacy, in accordance with the Alabama Literacy Act. The standards set high expectations for student learning in all grades by requiring more attention to foundational reading, explicitly teaching comprehension skills for all text genres, and encouraging the development of advanced reading through increasing levels of complexity in literary and informational texts. When adopting local curriculum, school systems may create additional content standards to reflect local philosophies. School systems should add implementation guidelines, resources, and activities which are beyond the scope of this document.

The 2020-2021 Alabama English Language Arts Course of Study Committee and Task Force conducted extensive research during the development of this Course of Study, analyzing the *Revised 2016 Alabama Course of Study: English Language Arts* and standards from other states while considering and incorporating guidance from the latest NAEP Reading and Writing Frameworks. Requirements of the Alabama Literacy Act are fully incorporated. Recommendations from the National Council of Teachers of English and articles in professional journals informed the writing of the standards. The Committee and Task Force solicited and responded to public input from interested individuals, ELA experts, and advocacy organizations throughout the state, then incorporated many of their suggestions into the standards. Special Education teachers and administrators, who were selected as members of the Committee and Task Force, collaborated in crafting standards at every grade level. Together the group developed what members believe to be the best Kindergarten through Grade 12 English Language Arts Course of Study for Alabama's students.

ACKNOWLEDGMENTS

This document was developed by the 2020-2021 English Language Arts Committee and Task Force, composed of Grades K-12 and college educators appointed by the Alabama State Board of Education and business and professional persons appointed by the Governor (*Code of Alabama*, 1975, §16-35-1). The Committee and Task Force began work in February of 2020 and submitted the document to the Alabama State Board of Education for adoption at its March 2021 meeting.

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Alabama Course of Study: English Language Arts

GENERAL INTRODUCTION

The *Alabama Course of Study: English Language Arts* defines what modern learners should know and be able to accomplish after each grade level or course and upon graduation from high school so that they become literate citizens who can enjoy the benefits and meet the responsibilities of citizenship.

This document was created by an English Language Arts Course of Study Committee and Task Force consisting of educators from Kindergarten through college, reading specialists, public school administrators, and business and community leaders. For the first time, a task force of special education teachers and administrators met with the other members of the course of study committee to offer advice, perspective, and professional expertise as the group examined the supports which are needed for students with special needs.

Mastering the content embodied in the *Alabama Course of Study: English Language Arts* standards empowers students to understand and influence the world around them and prepares them to leverage professional opportunities. The standards guide learners to communicate effectively, develop appreciation for literature, understand diversity in literature and society, and utilize digital resources to function productively in an ever-evolving global community. The standards specify the skills and understandings needed for postsecondary and workforce applications in multiple disciplines.

Standards in the 2021 *Alabama Course of Study: English Language Arts* are categorized into Literacy Foundations, Expression, and Reception, which are adapted from the *Reading Framework for the 2019 National Assessment of Educational Progress (NAEP)* and the essential learning established in the Alabama Literacy Act. The Alabama Literacy Act outlines “steps to improve the reading proficiency of public school kindergarten to third grade students and ensures that those students are able to read at or above grade level by the end of the third grade” (Alabama Literacy Act, #2019-523). The act provides the means for learners to develop a strong foundation in literacy and be fully prepared for secondary, postsecondary, and workplace learning.

The standards fully support early literacy foundations by defining literacy, fostering an appreciation for literature, encompassing diversity of literature, incorporating digital literacy, and integrating literacy into all content areas. Assessing literacy and providing professional learning for elementary educators, as required in the Alabama Literacy Act, are important supports for the

implementation of standards. This intense focus on reading and writing enhances the acquisition and development of knowledge in all subject areas, thus creating well-rounded readers who are fluent with varied types and complexities of texts. The standards encourage a broad view of literacy that promotes knowledge-building across categories and subjects, making integration of content and collaboration among educators much easier to achieve.

All standards contained in this document are:

- written in a clear, understandable, and consistent format to be relatable and applicable to learners' lives;
- organized in ways that are appropriate for their particular grade band;
- designed to include rigorous, focused, and critical content and application of knowledge through high-order skills;
- grounded on sound, evidence-based research; and
- designed to ensure that all students are prepared to succeed in our global economy and society.

Standards are written at various levels utilizing criteria from Marzano's Instructional Framework, the revised Bloom's Taxonomy, and Norman Webb's Depth of Knowledge (DOK). The standards set high expectations for student learning by requiring substantial attention to foundational reading, mandating comprehension of all kinds of text, and encouraging the development of advanced reading proficiency through increasingly complex texts.

Writers of the standards took into consideration the science of reading, which is a body of research on how the brain learns to read that has emerged from multiple disciplines, such as cognitive psychology, neuroscience, and linguistics. These findings provided guidance on the structuring of standards that explicitly define content to support students as they learn to become proficient readers.

The *Alabama Course of Study: English Language Arts* includes a set of essential, recurring standards for each grade band, designated as Recurring Standards for English Language Arts. The Recurring Standards represent content that is so integral to English Language Arts that it is emphasized in multiple grade levels. By prescribing that this content be included in more than one grade, the Course of Study affords students an opportunity for deep, rich learning that is scaffolded to meet diverse learning needs. Because content increases in rigor throughout the Course of Study, the recurring standards change from one grade band to the next, reflecting the increasing scope and complexity of the scaffolded content.

Effective implementation of the 2021 *Alabama Course of Study: English Language Arts* requires local education agencies to research and adopt local curriculum addressing the minimum required content found in this document. Local systems may add standards, but no standards may be omitted. Systems should add implementation guides, resources, and activities which are beyond the scope of this

document. Please refer to the section entitled *Synopsis of Laws, Regulations, and Resolutions Relating to English Language Arts* for additional guidance on selecting curricular materials.

Professional learning is required to ensure that teachers have the opportunity to become familiar with the emphases and standards of the 2021 *Alabama Course of Study: English Language Arts*. Familiarity with the document will help with the selection of curricular materials and with planning for effective instruction.

Alabama Course of Study: English Language Arts

CONCEPTUAL FRAMEWORK



Alabama Course Of Study: English Language Arts

CONCEPTUAL FRAMEWORK

The conceptual framework graphic on the previous page illustrates the goal of the 2021 *Alabama Course of Study: English Language Arts*, which is to ensure that all students achieve English language literacy. This goal can be accomplished when local education agencies use the logical and comprehensive standards in this Course of Study to select curriculum materials and create the implementation guides needed to deliver effective instruction. Implementation of the Course of Study will encourage students to be lifelong, critical thinkers who can judge the validity of what they hear or read and express ideas effectively.

The three concentric circles depict the numerous literacies required of today's high school graduates. These circles highlight both the components and the foundations of literacy. The dark red Literacy Foundations band around the center indicates the importance of strong foundations needed for all areas of literacy. Literacy Foundations in this Course of Study (Oral Language, Concepts of Print, Phonological Awareness/Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, and Writing) are closely aligned with current research on the science of reading. The yellow and orange semi-circles represent the two major components of literacy needed for effective communication -- reception (the process of receiving information) and expression (the process of producing information).

The outer circle breaks down these major categories to depict the methods of receiving and producing information -- listening, reading, speaking, and writing, the four basic components of communication and the facets of English Language Arts listed in the Code of Alabama. Communication is at the heart of literacy; the reception and expression of thoughts and concepts, coupled with their integral mental and physical processes, enable the formation and exchange of ideas. All students, regardless of their abilities, can participate in this exchange.

Reading and listening, shown in the graphic in shades of blue, are paired with reception. Reading incorporates literacy foundations and skills for interpreting and analyzing written materials. Listening is not merely hearing others share ideas; it involves the active listening and responding which are necessary for collaboration and comprehension in various academic and non-academic contexts.

Writing and speaking, in shades of green, are aligned with expression. Writing begins at a foundational level, with the mechanical skills of letter formation and handwriting, and includes skills necessary to spell (encode) words, and then evolves into composing texts in multiple genres and formats, conducting research, and documenting sources. Speaking includes the verbal and non-verbal communication of information and ideas to a variety of audiences in different situations for many different purposes.

The center portion of the graphic represents the heart of the mission of the 2021 *Alabama Course of Study: English Language Arts*. The images of the books and tablet convey the idea that English language literacy is achieved through multiple media. The mortarboard on the map represents the goal of English language literacy for all Alabama graduates.

The skills and knowledge represented in the conceptual framework of the *Alabama Course of Study: English Language Arts* will prepare students to function as highly skilled communicators, critical thinkers, and effective problem-solvers. They will be able to meet the academic demands of elementary, middle, and high school and be prepared for further study and the workplace. Alabama students can achieve the goal of English language literacy.

SYNOPSIS OF LAWS, REGULATIONS, AND RESOLUTIONS RELATING TO ENGLISH LANGUAGE ARTS

Program Foundation

The *Alabama Course of Study: English Language Arts* provides the legal foundation for the minimum content of a locally adopted English Language Arts curriculum, as specified in the Code of Alabama, § 16-6B-2(f), **Core curriculum**.

Using the Course of Study, school superintendents direct the selection, development, and implementation of curriculum for schools in their systems. Local boards of education approve this curriculum and make it available to each teacher and interested citizen. The state textbook adoption process for English Language Arts will begin after the Alabama State Board of Education adopts the 2021 *Alabama Course of Study: English Language Arts*. Upon completion of the state textbook adoption process, local school districts have the opportunity to select resources to support instruction based on this course of study and the curriculum mandated by local boards.

Program Implementation

English Language Arts instruction is required in all grades, Kindergarten through Grade 12. A minimum of four credits in English Language Arts is required for high school graduation.

Legal Foundations

Dyslexia

ADMINISTRATIVE CODE SUPP. (NO. 98-4)

This is a measure to ensure that Alabama's students with dyslexia are provided with early identification and dyslexia-specific intervention through general education in Alabama schools as part of the Problem Solving Team process. The code ensures that Alabama is equipped to appropriately serve students with dyslexia. Amendment to Alabama Admin Code Regulation 290-3-1-.20 (Problem Solving Teams).

English Learners (ELs)

In Alabama an English Learner (EL) is an individual —

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) (i) who was not born in the United States, or whose native language is a language other than English;
 - (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
 - (i) the ability to meet the challenging state academic standards;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

Students whose first language is not English, designated as English Learners (ELs), are expected to “meet the (same) challenging State academic standards expected of all students” [ESEA section 1113(C)(i)(II)(cc)]. According to the U.S. Department of Education and the U.S. Department of Justice (2015), “EL students are entitled to appropriate language assistance services to become proficient in English.” Each EL student is therefore entitled to instructional supports, scaffolds, and services that support him or her to meet grade-level standards and to participate meaningfully in the English Language Arts classroom while they acquire English.

Lexi's Law Act #2016-352

Lexi's Law requires cursive handwriting to be taught by the end of third grade in all state schools. Lexi's Law prescribes a standardized method for teaching cursive handwriting and provides classroom instruction plans outlining when and how cursive handwriting is to be taught.

The Alabama Literacy Act #2019-523

The Alabama Legislature passed the Alabama Literacy Act [HB388], which became a law on June 10, 2019. This legislation, based on the best current research, provides comprehensive information and guidance for educators and requires concentrated, systematic efforts to improve the reading skills of all public school students so that every student is reading at or above grade-level by the end of Grade 3. The Alabama Literacy Act outlines steps to improve the reading proficiency of each student in Kindergarten through Grade 3

and ties the student's progression from one grade to the next, in part, to his/her proficiency in reading. The legislation defines specific foundational skills to be taught and mastered in Alabama public schools.

Problem Solving Teams (PST).

By August 15, 2011, all public schools in Alabama were required to implement the PST model.

(a) Definitions. (1.) Problem Solving Teams (PST) is a model to guide general education intervention services for all students who have academic and/or behavioral difficulties. The PST is central to the school's successful implementation of the Response to Instruction (RtI) framework. (2.) Response to Instruction (RtI) refers to an instructional framework that promotes a well-integrated system connecting general, gifted, supplemental, and special education services in providing high-quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. RtI combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems.

(b) Decisions regarding the number of PSTs needed by a school should be determined at the school level; however, a minimum of one PST per school is required to review data-based documentation regarding students' progress regularly, advise teachers on specific interventions matched to student needs, and communicate with parents regarding interventions being provided.

(c) The Problem Solving Teams will analyze the screening and progress-monitoring data to assist teachers in planning and implementing appropriate instruction and evidence-based interventions for all students with academic and/or behavioral difficulties, including those students who exhibit the characteristics of dyslexia.

(d) The documentation requirements for a referral to special education are found in the Alabama Administrative Code, Chapter 290-8-9.01(2) and (4) (Child Identification) and Chapter 290-8- 9.03(10)(b)1, (10)(c)2.(ii), (10)(d)2.(I)(II)(ii) and (10)(d)4.

POSITION STATEMENTS

The 2021 *Alabama Course of Study: English Language Arts* defines the minimum content in terms of what students should know or be able to do at the end of each course or grade. For these standards to be met, educators at district and school levels must engage with the standards and apply them to their own situations.

Certain fundamental understandings are integral to this process of engagement and application. The committee formulated position statements to elaborate upon the standards and the expectations under which local education agencies should work as they select and/or write curriculum and other materials to implement the Course of Study.

Defining Literacy

Literacy encompasses the ability to identify, understand, interpret, create, communicate, and process information using printed and written materials in various contexts. The English Language Arts Course of Study approaches literacy in the context of two major categories, reception and expression.

Reception refers to the ability to understand both spoken and written words through listening and reading. Reading instruction includes all components needed for students to read fluently and comprehend readily. In order to comprehend what they read and hear, students must master skills in the following foundational areas: phonological awareness, phonemic awareness, phonics, fluency, vocabulary, oral language, and comprehension.

Expression, the production of language either in spoken or written form, is accomplished through speaking and writing. Proficiency in expression includes both the use of correctly crafted sentences and the effective, expressive communication of ideas. To communicate successfully through written expression, students must master skills in the following foundational areas: phonological awareness, phonemic awareness, phonics, handwriting, encoding (spelling), and correct sentence formulation/organization, including punctuation, while also continuing to develop oral language, vocabulary, and topic knowledge.

As students master the English Language Arts standards, they should also learn to conduct research using technology to access a variety of resources. Digital literacy instruction teaches students to locate and use information responsibly to become better readers, writers, and thinkers.

The purpose of English Language Arts instruction is to develop English language literacy in all students, including the ability to listen, speak, read, and write fluently; to think critically; to solve problems independently; and to use digital resources responsibly. The ultimate goal of literacy instruction is to prepare students to utilize higher-order thinking skills, process information proficiently, and communicate effectively so they can meet opportunities and challenges, respond to the world around them, and impact the lives of others in beneficial and productive ways.

Appreciation of Literature

While creating fluent, accurate readers is vital, engendering a love for reading and an appreciation of literature is also an important goal. In Kindergarten through Grade 3, substantial amounts of classroom reading instruction should be devoted to teaching students to read. Explicit instruction in phonological awareness and phonics in the primary grades will provide the foundation for strong literacy skills. In later grades, when students are capable of reading the words, teachers can begin to focus on comprehension strategies such as summarizing, predicting, questioning, identifying main ideas, making inferences, identifying the author's purpose, and distinguishing fact from opinion. Direct instruction in evidence-based reading strategies does not distract from reading enjoyment; rather, it increases the pleasure that may be gained from reading literature.

Students who are able to decode words and comprehend what they read should be encouraged to experience a variety of authentic texts and to select some of their own reading materials. In addition, opportunities should be provided for sufficient quantity and quality of reading to bring students into regular contact with new words, sentence structures, and paragraph and story structures, which will expand their reading abilities. To help students cultivate their love for reading and an appreciation of literature, teachers should allow readers to select some materials of particular interest to them. Such opportunities will build reading fluency and comprehension. Of course, self-selected reading materials are not intended to replace the challenging materials assigned for direct instruction.

Diversity of Literacy

English Language Arts instruction must include learning experiences which encompass critical, research, language, vocabulary, and digital literacies to provide a diverse foundation for reception and expression. Using different types of texts in digital and print formats promotes the diversity needed for a complete reading and writing experience.

Texts that are inclusive of varied perspectives, backgrounds, and cultural influences should be available and used in the classroom. Diversity encompasses selecting disparate genres and various authors from an array of cultural, gender, and racial/ethnic backgrounds. Text selections should include varied character representations, topics or themes, settings, and situations that allow students to explore

and discover views and experiences which are different from their own. The use of diverse texts encourages students to examine their current ideas, promotes empathy for others, and nurtures a richer understanding of the world.

Additionally, the formats of texts should represent all modern communication avenues and tools, which may vary greatly from traditional ways of communicating. The twenty-first-century student needs to be ready to function in a world of constantly evolving pathways for communication. To enable students to increase their ability to understand, evaluate, and foster a global society, English Language Arts teachers should use technology in support of learning and digital information in tandem with instruction to shape a diverse learning experience.

Digital Literacy

Students in the twenty-first century need to develop comprehensive skills to communicate effectively using digital technologies. Digital literacy can be defined as the ability to locate, understand, use, and compose information on different media platforms using various elements (images, sound, movement, words) shared through digital technologies. Digital literacy is not limited to the ability to use a computer or some other digital device; rather, it means students become critical users of technology who utilize the tools and modes of digital communication to reach audiences for the purpose and message of their own communication.

Instruction in English Language Arts should aim to support the standards in the *Alabama Course of Study: Digital Literacy and Computer Science* and to produce digitally literate citizens by incorporating digital literacy skills in all areas. Students should be equipped to read and critique digital texts, find credible digital sources for their research, analyze and evaluate digital and multimedia texts, and compose and create texts in various formats, using all modes of communication. Digitally literate students are well prepared to join the workforce, with the knowledge, skills, and flexibility to perform daily, job-related tasks using a variety of current and emerging technologies. In addition, digital literacy opens paths for exploration and enjoyment in the digital world.

Literacy Integration in All Content Areas

Reading in content areas is reading to acquire information in order to build conceptual knowledge, formulate and test hypotheses, explain how a solution was derived, and understand contexts and perspectives. As students explore texts in various subjects, they refine their skills in reading, writing, listening, and speaking.

Integrating academic literacy instruction into content area instruction increases the likelihood that students will make inferences, identify main ideas, learn vocabulary, link ideas across texts, and construct meaning from content-area texts. This is especially important for primary students as they build knowledge of the world around them. Primary-grades teachers should spend time reading

aloud, facilitating discussions, and building students' background knowledge and vocabulary across all genres and content areas until the students themselves are fully capable of reading to learn in the content areas.

Content from other subject areas should be integrated into English Language Arts instruction via collaboration among teachers from different areas. Integrating subject-area content leads to deeper understanding of concepts as students utilize the skills and practices of English Language Arts to investigate, consider, and utilize knowledge from other areas. Thematic and cross-curricular teaching encourage wider perspectives and broader understandings. The challenges of collaboration are richly compensated by the rewards experienced by students and teachers alike.

Assessment of Literacy

Assessment is an ongoing process of identifying students' strengths and weaknesses in order to design instruction to meet their individual needs. Teachers should use both formative and summative assessments in the English Language Arts classroom. Formative assessment is the evaluation of learning through ongoing observation of students' notes, questions, participation, assignment drafts, or journal entries. Teachers use formative assessments to modify their instructional strategies to help students achieve the desired learning outcomes. Summative assessments come at the end of an instructional unit to evaluate student learning in relation to a standard or benchmark.

Whenever possible, teachers should assess student learning using authentic or performance-based activities that actively engage students. These authentic, performance-based assessments should be included in every facet of a language arts curriculum. Assessment of group work should focus on skills which are vital to real-world and workplace tasks such as problem-solving, interpersonal skills, and communicating through digital technologies.

Differentiated Literacy Instruction

Providing differentiated instruction for all students is essential to their academic growth. Alabama's populations of English Learners, students in need of intensive intervention, and students with exceptional learning needs continue to increase. Alabama schools must implement effective practices to meet the diverse needs of students in all of these groups.

In order to differentiate instruction appropriately, teachers must assess students using formative, summative, formal, and informal assessments, including benchmark and diagnostic assessments when appropriate. The data collected for each student will drive the design of classroom instruction, including identification of various areas where students require additional instruction.

Students with Exceptional Learning Needs

Students who receive special education services will benefit greatly from differentiated instruction in English Language Arts because foundational reading, fluency, and comprehension are essential for academic growth across all content areas. Collaboration between general education and special education teachers is essential in determining and meeting individual students' needs. Teachers of these exceptional students must work together in implementing appropriate accommodations outlined in their Individualized Education Programs to ensure that students have equitable access to literacy across all content areas. Collaboration among teachers who instruct students with special needs ensures a positive working relationship among teachers, students, and families and provides seamless content instruction designed to meet the students' unique learning needs.

English Learners

In recent years, Alabama has seen a significant increase in families and children whose first language is not English. These students, designated as English Learners (ELs), are in Alabama schools simultaneously acquiring academic English and mastering content standards. Their ability to learn content will be enhanced by appropriate differentiated instruction and accommodations in the classroom.

English Learners face the double challenge of learning grade-level content in all areas while learning to speak, read, and write in English. Instructional supports and scaffolds for these students should enhance their language acquisition and reading development by promoting phonological/ phonemic awareness activities and develop their vocabularies by teaching them the structure of the English language through grammar and morphology instruction. Educators should consider factors such as age-appropriate academic development, English and home language proficiency, culture, and background knowledge when designing instruction that will develop lifelong readers, writers, and speakers of English.

English Learners bring with them many resources that enhance their education. Many English Learners have first-language and literacy knowledge and skills that boost their acquisition of language and literacy in a second language. In addition, they may bring talents, cultural practices, and perspectives that can enrich our schools and society. Teachers must draw from this enormous reservoir of talent while providing additional time and appropriate instructional supports for students who need them.

Professional Literacy Teachers

Professional educators should be lifelong learners dedicated to improving their craft for the benefit of their students. Educators must hold themselves and their colleagues accountable for seeking and engaging in professional growth to improve their practice. Training in literacy instruction must be at the forefront of professional learning in all grade levels. Furthermore, the Alabama Literacy Act requires that teachers in Kindergarten through Grade 3 receive training in the science of reading. Because the science of reading is

integrated into the course of study, teachers must embrace professional learning to become thoroughly familiar with its terminology and principles so they can understand the intent of the standards and implement them fully.

Two vital elements of professional growth are interaction with other professionals in the local community and active participation in state and national English Language Arts organizations. In addition, teachers must also fulfill the professional responsibility of promoting proficiency in English Language Arts as a meaningful endeavor which is applicable to everyday life.

DIRECTIONS FOR INTERPRETING CONTENT STANDARDS

The illustrations below are guides for interpreting the Grades K-12 minimum required content outlining what students should know and be able to do at the end of a grade or course. Standards are grouped by grade band: K-1, 2-3, 4-5, 6-8, and 9-12. Grades within each group share content areas and subareas, focus areas of reception and expression, and categories of reading, writing, speaking, and listening. Grades within each band will also share recurring standards. Secondary grades add literacy types: critical, research, language, vocabulary, and digital literacies.

Recurring Standards for English Language Arts are an important part of each grade level. For each grade band, a list of Recurring Standards for English Language Arts has been created to focus on integral content which must be taught in each grade within the band. These standards are to be embedded in daily instruction. Because content increases in rigor throughout the Course of Study, the recurring standards change from one grade band to the next, reflecting the increasing scope and complexity of the scaffolded content. The recurring standards for Grades K-3 are shown in the chart below.

RECURRING STANDARDS FOR K-3

Students will:

- R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
- R2. Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.
- R3. Expand background knowledge and build vocabulary through discussion, reading, and writing.
- R4. Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.
- R5. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

CONTENT STANDARDS FOR EACH GRADE

Content Areas and **Subareas** are used to group standards that are closely related. In the Grades K-1 example below, “Literacy Foundations” is the content area, and “Oral Language” is the subarea. Grades K-1 focus primarily on Literacy Foundations.

Beginning in Grade 2, standards are further grouped into **Categories** (Speaking, Writing, Listening, and Reading), the four basic components of communication. **Some content areas in Grades 2-5 will not have a standard in every category.** In such cases, the category remains blank with the row shaded to indicate that the omission was intentional.

Focus Areas (Expression and Reception) are indicated for standards in Grades 4-12. In Grades 6-12, standards are no longer organized under content areas. Instead, terminology intentionally shifts from content areas to types of literacy (Critical, Digital, Language, Research, and Vocabulary) to reflect the progression of complexity from elementary to secondary content. Each literacy type is followed by an explanation of its overarching concept, as shown in the Language Literacy example below. In these grades, there is a standard in every category.

Content Standards contain the minimum required content and define what students should know or be able to do at the conclusion of a grade or course. Some have **sub-standards**, indicated with a, b, c..., which are extensions of the content standards and are also required. When “including” appears in standards, it should be construed as “including but not limited to.” The items listed after “including” must be taught; other items not listed may also be included in instruction.

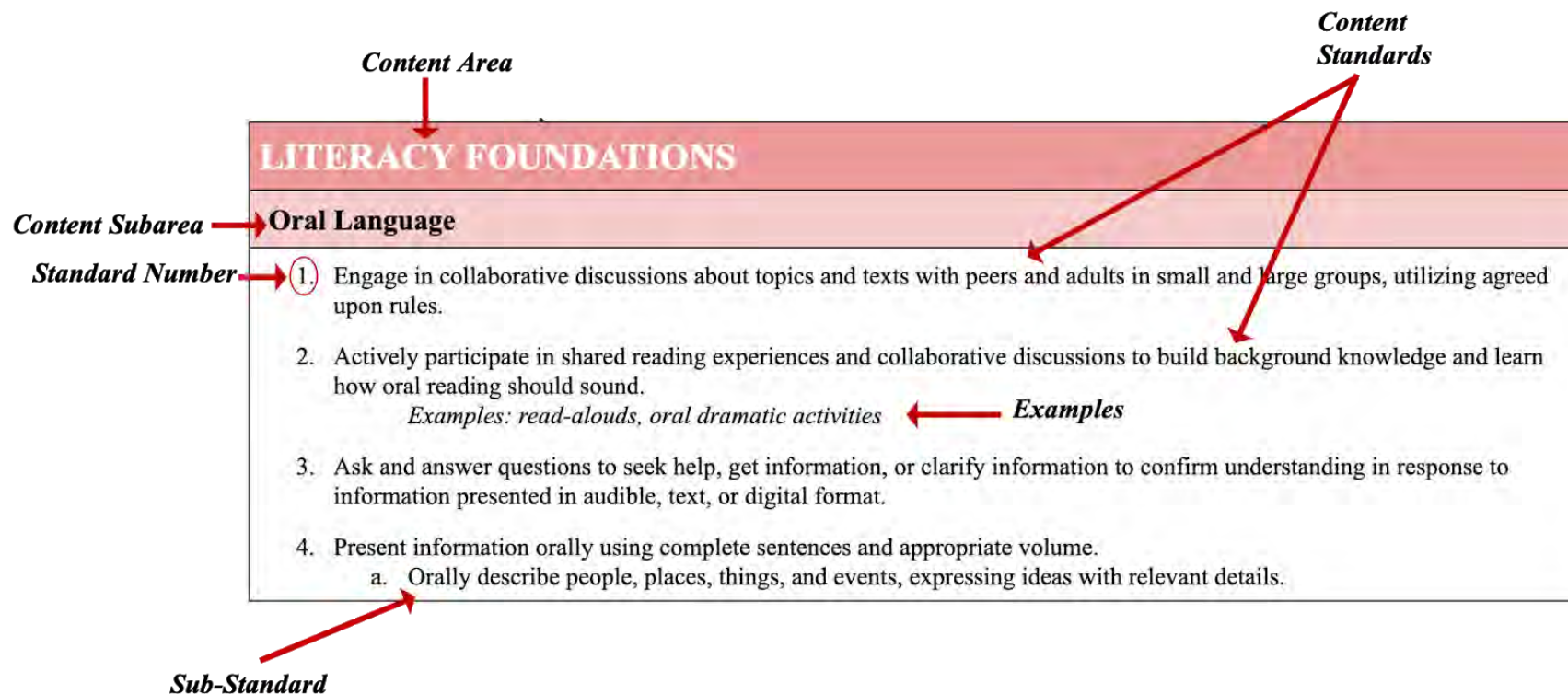
Some standards are followed by italicized **examples**, which represent options that might prove useful in instruction of the standard. Examples are not intended to be exhaustive lists, and the suggestions listed are not required to be taught. Occasionally, **notes** are included to explain the emphasis or significance of certain standards.

Local education agencies may add standards to meet local needs and incorporate local resources. Each content standard completes the stem “*Students will...*”

The course of study does not dictate curriculum, teaching methods, or sequence; the order in which standards are listed within a course or grade is not intended to convey the order for instruction. Even though one topic may be listed before another, the first topic does not have to be taught before the second. A teacher may choose to teach the second topic before the first, to teach both at the same time to highlight connection, or to select a different topic that leads to students reaching the standards for both topics. Each local education agency should create its own curriculum and pacing guide based on the course of study.

GRADES K-1

Kindergarten and Grade 1 focus primarily on Literacy Foundations. In the chart shown, “Literacy Foundations” is the content area, and “Oral Language” is the subarea. Standards, sub-standards, and examples are also indicated.



GRADES 2-3

Beginning in Grade 2, standards are grouped into **Categories** (Speaking, Writing, Listening, and Reading). Not every content area will have a standard in every category. In such cases, the category remains blank with the row shaded to indicate that the omission was intentional. The gray column at left is included as an indicator of the organizational structure, which becomes more intricate in Grades 4-5. The Grades 2-3 format of standards, sub-standards, and examples remains the same as the K-1 format.

Content Area		Content Standards
LITERACY FOUNDATIONS		
Content Subarea	Oral Language	
Standard Number	1. Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules. a. Elaborate on responses in conversations and discussions. <i>Examples: use precise, descriptive language; build upon previously expressed ideas</i>	Sub-Standards
	2. Present information orally using complex sentence structures, appropriate volume, and clear pronunciation. a. Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.	
	3. Apply oral literacy skills by participating in a variety of oral language activities. <i>Examples: plays, dramas, choral reading, oral reports</i>	Examples
	READING	
	LISTENING	
	WRITING	
	SPEAKING	4. Ask and answer questions using complete sentences and grade-level vocabulary. 5. Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar. 6. Use digital tools to enhance oral presentations, working collaboratively.
Categories		

GRADES 4-5

Focus Areas (Expression and Reception) are indicated beginning in Grades 4. Other features of the standards (content area, subareas, sub-standards, and examples) remain the same. As before, categories without standards are shaded.

Content Area		LITERACY FOUNDATIONS
Content Subarea		Vocabulary
Standard Number	9.	Accurately interpret general academic and domain-specific words and phrases.
Focus Areas	RECEPTION	10. Interpret words and phrases, including figurative language, as they are used in a text. a. Explain how specific word choices shape meaning or tone. b. Explain how figurative language contributes to the meaning of text, including simile, metaphor, alliteration, personification, hyperbole, and idioms. c. Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.
	READING	
	LISTENING	
	WRITING	11. Use commonly misused words correctly in writing. <i>Examples: accept, except; effect, affect; racket, racquet; it's, its; your, you're; our, are; quiet, quit, quite</i>
EXPRESSION	SPEAKING	12. Consult reference materials to find the pronunciation of unknown words and phrases. <i>Examples: dictionaries, glossaries, thesauruses</i> 13. Use grade-appropriate general academic and domain-specific words and phrases in presentations and discussions.

GRADES 6-12

In Grades 6-12, standards are no longer organized under content areas. Instead, terminology intentionally shifts from content areas to types of literacy (Critical, Digital, Language, Research, and Vocabulary) to reflect the progression of complexity from elementary to secondary content. Each literacy type is followed by an explanation of its overarching concept, as shown in the table below. These overarching concepts are the same in Grades 6-12. The format of focus areas, categories, standards, sub-standards, and examples remains the same. In these grades, there is a standard in every category.

LANGUAGE LITERACY		
Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.		
RECEPTION	READING	16. Interpret how an author's grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, or workplace documents.
	LISTENING	17. Classify formality of language in order to comprehend, interpret, and respond appropriately.
EXPRESSION	WRITING	18. Analyze a speaker's rhetorical, aesthetic, and organizational choices in order to determine point of view and purpose. <i>Examples: Analyze Mahatma Gandhi's "Quit India" speech. Analyze "The Appeal of 18 June" by Charles de Gaulle.</i>
	SPEAKING	19. Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure. a. Exhibit stylistic consistency in writing.
		20. Adapt speech to purpose and audience in a variety of contexts and tasks, demonstrating command of formal English conventions when indicated or appropriate.

GRADES K-3 OVERVIEW

In Kindergarten through Grade 3, the standards focus on essential foundational skills needed to support literacy development. Standards are written in a way that promotes direct, explicit, systematic, sequential, and cumulative instruction with extensive practice in these essential foundational skills: oral language, concepts of print, phonological and phonemic awareness, phonics (decoding), fluency, vocabulary, comprehension, and writing (including encoding). Reading standards, which incorporate reading and responding to multiple types of texts in various ways, start in Kindergarten and continue throughout the grades. Grades K-3 standards encompass all components of grade-appropriate proficient reading, from decoding words to adding literacy knowledge, building and accessing background knowledge, understanding language structures, and using verbal reasoning.

Standards for Grades K-3 are explicit, rigorous, and comprehensive, providing structures to scaffold reading and writing development from simple to more complex skills within and across the grade levels. This level of specificity is essential for students to learn the phonemic awareness and phonics skills they need to become successful readers and writers. Standards emphasize the practice of writing in many forms, which promotes growth in language arts. The writing process begins with the speech-to-print connection at the phoneme level and grade-appropriate assignments in Kindergarten, then progresses through increasingly more comprehensive and challenging assignments in subsequent grades. Students learn to express their thoughts effectively in a variety of formats and situations and to assess and improve their own written work.

The development of the K-3 standards was guided by the science of reading, which is the body of research that has emerged from multiple disciplines (including cognitive psychology, neuroscience, and linguistics) to discover how the brain learns to read and write and why some students experience difficulty doing so. The Simple View of Reading (Gough and Tunmer) and the Simple View of Writing (Berninger et al.), Scarborough's Reading Rope, and Ehri's Phases of Word Reading Development are only a few examples of the models that guided the development of the Grades K-3 standards. All standards align with and fully support all requirements of the Alabama Literacy Act and are written in a way that will help classroom teachers, special education teachers, and EL teachers identify students' lowest level deficit skill(s) and differentiate instruction to meet students' individual needs.

While prescribing the minimum standards for Grades K-3 English Language Arts, the standards in this document also represent content that promotes high expectations and defines high levels of literacy acquisition for all students in Alabama. The standards outline what a student should know and be able to do at the end of each grade level. Categories will change from one grade level to the next as readers become more proficient in mastering foundational skills throughout each grade level.

An effective instructional program will capitalize on the interrelated nature of the standards and connect content in ways that allow standards to be taught simultaneously. For example, aligning phonemic awareness, decoding, fluency, and encoding standards according to skills being taught allows students to focus on specific patterns and progressions as they practice identifying phonemes, decoding, encoding, and working on fluency.

For each grade band, a list of Recurring Standards for English Language Arts has been created to focus on integral content which must be taught in each grade within the band. These standards are to be embedded in daily instruction. Because content increases in rigor throughout the Course of Study, the recurring standards change from one grade band to the next, reflecting the increasing scope and complexity of the scaffolded content.

When “including” appears in content standards, it should be construed as “including but not limited to.” The items listed after “including” must be taught; other items not listed may also be included in instruction.

Examples represent options that might prove useful in instruction of the standard. They are not intended to be exhaustive lists and the suggestions listed do not have to be taught.

KINDERGARTEN

The Kindergarten standards are written in a way that promotes direct, explicit, systematic, and cumulative instruction with extensive practice in Literacy Foundation skills: oral language, concepts of print, phonological and phonemic awareness, phonics (decoding), fluency, vocabulary, comprehension, and writing (including encoding). These standards incorporate reading and responding to multiple types of texts in various ways, decoding and encoding words, adding literacy knowledge, building and accessing background knowledge, understanding language structures, and using verbal reasoning. They are closely aligned with both the Simple View of Reading (Gough and Tunmer) and the Simple View of Writing (Berninger et al.). The level of specificity in these standards is essential for early learners to develop the needed phonemic awareness and phonics skills to become successful readers and writers.

The K-3 Recurring Standards for English Language Arts, shown in the chart below, are an important part of every grade level. Through these standards, students learn and practice active listening, utilize word-analysis skills, build background knowledge and vocabulary skills, learn and practice essential digital skills, and utilize a process to create and modify written work. The recurring standards are to be incorporated throughout the grade level.

RECURRING STANDARDS FOR K-3

Students will:

- R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
- R2. Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.
- R3. Expand background knowledge and build vocabulary through discussion, reading, and writing.
- R4. Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.
- R5. Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.

KINDERGARTEN CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

LITERACY FOUNDATIONS

Oral Language

1. Actively listen and speak using agreed-upon rules for discussion, with guidance and support.
 - a. Use speech that is understandable with only grade-appropriate errors.
 - b. Use word endings to indicate plurals, possessives, and verb tenses in speech.
Examples: dogs, brother’s shirt, jumped
 - c. Use age-appropriate irregular plurals in conversation.
Examples: foot/feet, tooth/teeth, mouse/mice
 - d. Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.
2. Actively engage in teacher-led reading experiences and collaborative discussions with peers to build background knowledge needed to be successful as they learn to read and, later, read to learn.
3. Actively participate in teacher-led choral and shared reading experiences.
Examples: reciting nursery rhymes, songs, poems, stories
4. With guidance and support, ask and answer questions to seek help, get information, or clarify information presented orally, through text, or other media.
Example: Use interrogatives who, what, where, when, why, and how to ask questions.
5. With guidance and support, present information orally, using complete sentences in correct word order.
 - a. Speak audibly and express thoughts, feelings, and ideas clearly.
 - b. Describe people, places, things, and events with relevant details in a story with three to five events.

6. Uses spatial and temporal concepts correctly.

Examples: top/bottom, up/down, under/over, above/below, left/right, upside down/inside out, beginning/middle/end, first/next/last

Note: This is important as children learn to match print to speech in order to read, and speech to print in order to write.

7. Restate and follow one- and two-step directions.

Concepts of Print

8. Demonstrate understanding of the organization and basic features of printed materials.

- a. Recognize and demonstrate that print conveys meaning.

Examples: Share a favorite book with peers. Share a list of birthday gifts received.

- b. With prompting and support, explain the roles of the author and illustrator of a text.

- c. Track print, moving left to right and top to bottom on the printed page, returning to the beginning of the next line.

- d. Identify the beginning and end of a sentence by locating the capital letter and end punctuation.

- e. Point to words using one-to-one correspondence, noting that words are separated by spaces.

- f. Distinguish letters from words within sentences.

- g. Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing.

Phonological Awareness/Phonemic Awareness

9. Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.

- a. Count the number of words in a spoken sentence.

- b. Recognize alliterative spoken words.

- c. Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.

- d. Count, blend, and segment syllables in spoken words, including compound words.

- e. Blend and segment onsets and rimes of single-syllable spoken words.

- f. Identify the initial, final, and medial sounds of spoken words.

Standard 9 continued...

- g. Blend and segment phonemes in single-syllable spoken words made up of three to four phonemes.
- h. Distinguish between commonly confused cognate consonant sounds, using knowledge of voiced and unvoiced sounds and manner of articulation.

Examples: /t/ and /d/, /p/ and /b/, /ch/ and /j/, /s/ and /z/, /f/ and /v/, /k/ and /g/, /sh/ and /zh/, /th/ (voiced and unvoiced)

Note: Standard 9 is important as a foundational phonemic awareness skill for all learners.

Phonics

10. Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.

- a. Produce the most frequent sound(s) for each consonant, including *x* and *q*, which have two phonemes (sounds).

Examples: x= /ks/ and q=/kw/

- b. Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables.
- c. Decode consonant-vowel-consonant (CVC) words in isolation and in decodable text.
- d. Identify the vowel in an open syllable and produce the long vowel sound for the five major vowels when decoding open syllables.
- e. With prompting and support, identify the vowel-consonant-e syllable pattern and produce the long vowel sounds for the five major vowels in vowel-consonant-e syllables.
- f. With prompting and support, decode words with suffix *-s*, using knowledge of unvoiced /s/ and voiced /z/ sounds for letter s.

Examples: pups, cats, pigs, dogs

Note: Unvoiced /s/ follows unvoiced sounds such as /p/ and /t/ and voiced /z/ follows voiced sounds such as /g/.

- g. With prompting and support, produce the most frequent sound for digraphs *ck, sh, th, ch, wh, ng*, and combination *qu*, making the connection that a two-letter grapheme can represent one phoneme (sound).
- h. Distinguish between similarly spelled words by identifying the phonemes and graphemes that differ.

Example: mat/sat, pan/pat, tip/top

Standard 10 continued...

- i. Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.

Examples: am, at, get, like, make, that, this, me, she, be

Note: The main emphasis of a high-frequency word lesson should be on regular correspondences and patterns, noting the high-frequency words with exceptions or oddities and what they are, using specific strategies to help them remember the irregular part of the word. Example: LETRS® heart word strategy

Fluency

11. Recognize and name all upper and lower case letters in non-sequential order with accuracy and automaticity.
12. Arrange and name letters of the alphabet in sequential order from *a* to *z*, with accuracy and automaticity.
Example: Use the alphabet arc to arrange the letters in alphabetical order, then touch and name the letters.
Note: This will help students with alphabetical order requirements in future grades and also facilitate learning of positional words like before/after, initial/final, reversals, and letter naming in general.
13. With prompting and support, recognize and name digraphs *ck, sh, th, ch, wh, ng*, and combination *qu*.
14. Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.
15. Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.
16. Recognize and read grade-appropriate high frequency words with accuracy and automaticity.
Note: As noted in the phonics standards, high-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately three times in a row on different days to be considered accurate enough to add it to a personal word box, word ring, or fluency folder. Avoid teaching high-frequency words as “sight words” that need to be memorized as a whole word, unless there are no regular correspondences in the word. “Of” is an example of a word with no regular correspondences.

Vocabulary

17. With guidance and support, orally utilize new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge.
18. Identify new meanings for familiar words and apply them accurately.
Example: multiple meaning words such as duck, run, and bat
19. Ask and answer questions about unfamiliar words in discussions and/or text.
 - a. Describe the relationship between words, including relating them to synonyms and antonyms.
20. Name and sort pictures of objects into categories based on common attributes while relating vocabulary to prior knowledge and building background knowledge.
Examples: apples, oranges, grapes; hammer, nails, screwdriver
21. Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.
 - a. Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.
 - b. Use new words and phrases acquired through conversations, reading and being read to, and responding to text.

Comprehension

22. Use content knowledge built during read-alouds of informational texts by participating in content-specific discussions with peers and/or through drawing or writing.
23. With prompting and support, manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level.
24. With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
25. With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues.
26. With prompting and support, describe the relationship between illustrations and the text in which they appear.

27. Identify and describe the main story elements in a literary text.
 - a. With prompting and support, retell a text orally, including main character(s), setting, and important events in logical order.
28. With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text.
29. With prompting and support, identify the main topic and key details in an informational text.
30. With prompting and support, ask and answer questions about key details in literary and informational texts.
31. With prompting and support, self-monitor comprehension of text by pausing to summarize and rereading for clarification, when comprehension is lacking.
32. With prompting and support, compare and contrast two texts.
 - a. Distinguish between literary texts and informational texts.
 - b. Compare and contrast the experiences of characters in a literary text.
 - c. Compare and contrast two informational texts on the same topic.

Writing

33. Express ideas orally and connect these ideas through drawing and emergent writing.
34. Print legibly, using proper pencil grip.
 - a. Print upper and lower case letters using proper approach strokes, letter formation, and line placement.
 - b. With prompting and support, print first and last names using proper letter formation, capitalizing only the first letter of each name.

Note: In Kindergarten, students are learning the most basic forms of capitalization. While the standard only requires that the first letter of each name be capitalized, some students' names may include additional capital letters, hyphens, or apostrophes. In such cases, students should learn to write their own names using proper capitalization and punctuation. Examples: De'Andre McGill, Kim Mi-Sun, Juan de Jesus
 - c. With prompting and support, use lower case letters in majority of written work, using capitals only when appropriate.

35. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
- Encode at the phoneme level, using the most common grapheme/spelling(s), for a spoken phoneme (sound).
Examples: /b/=b, /m/=m, /k/=k, c, -ck
 - With prompting and support, encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words.
Examples: /k/=k before i, e, or y; /k/= c before a, o, u, or any consonant; /k/= -ck after an accented short vowel
 - With prompting and support, encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences.
Examples: am, at, can, he, we, be, in, it, came, like
 - With prompting and support, encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns *in all but one position*, pointing out the part of the word that does not follow the regular pattern.
Example: In said, /s/ and /d/ are spelled using phoneme-grapheme correspondence, but ai must be learned by heart or memorized.
36. When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.
- With prompting and support, transcribe spoken words to demonstrate that print represents oral language.
 - With prompting and support, compose a simple sentence, including necessary components to create a complete sentence rather than a fragment.
 - With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.
 - With prompting and support, write the correct number of words, with proper spacing, for a spoken phrase or sentence.
 - With prompting and support, begin each sentence with a capital letter.
 - With prompting and support, capitalize the pronoun *I* and names of individuals.
 - With prompting and support, recognize, name, and correctly use end punctuation.
Examples: period, question mark, exclamation mark

37. Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.
- a. Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.
 - b. Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.
 - c. Actively participate in shared writing experiences to create opinion pieces about a topic or text, state the opinion, supply a reason for the opinion, and provide a sense of closure, using drawing, dictating, and/or writing.
 - d. Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.
 - e. With prompting and support, compose writing for varied purposes and audiences, across different genres.
38. Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.
- Examples: Plan by brainstorming; revise to clarify or aid audience's comprehension; edit written presentations to ensure appropriate spacing between letters and words, correct spelling and punctuation, and legibility as a courtesy to the audience and to show pride in one's work.*
39. Participate in shared research and writing projects to answer a question or describe a topic.
- a. Include information recalled from personal experiences in research and writing projects.
 - b. Gather information from provided sources for research and writing projects.
40. With guidance and support, use a variety of digital tools to produce and publish writing, working both independently and collaboratively with peers.

GRADE 1

Standards in Grade 1 continue the strong focus on Literacy Foundations: oral language, concepts of print, phonological and phonemic awareness, phonics (decoding), fluency, vocabulary, comprehension, and writing (including encoding), with an added level of rigor incorporated in each content subarea. The phonological awareness/phonemic awareness standards progress from early to basic to advanced skills indicative of the Simple View of Reading (Gough and Tunmer) and the Simple View of Writing (Berninger et al.). Students who achieve fluency standards in Grade 1 should be able to monitor, recognize, and self-correct errors as they read orally, promoting comprehension of grade-appropriate texts. Students continue reading and responding to multiple types of texts in various ways, decoding and encoding words, adding literacy knowledge, building and accessing background knowledge, understanding language structures, and using verbal reasoning. The level of specificity in these standards is essential for early learners to develop the phonemic awareness and phonics skills they need to become successful readers and writers.

The K-3 Recurring Standards for English Language Arts, shown in the chart below, are an important part of every grade level. Through these standards, students learn and practice active listening, utilize word-analysis skills, build background knowledge and vocabulary skills, learn and practice essential digital skills, and utilize a process to create and modify written work. The recurring standards will be incorporated throughout the grade level.

RECURRING STANDARDS FOR K-3

Students will:

- R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
- R2. Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.
- R3. Expand background knowledge and build vocabulary through discussion, reading, and writing.
- R4. Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.
- R5. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

GRADE 1 CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

LITERACY FOUNDATIONS

Oral Language

1. Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.
2. Actively participate in shared reading experiences and collaborative discussions to build background knowledge and learn how oral reading should sound.
Examples: read-alouds, oral dramatic activities
3. Ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format.
4. Present information orally using complete sentences and appropriate volume.
 - a. Orally describe people, places, things, and events, expressing ideas with relevant details.

Concepts of Print

5. Locate a book’s title, table of contents, glossary, and the names of author(s) and illustrator(s).
 - a. Explain the roles of author(s) and illustrator(s).

Phonological Awareness/Phonemic Awareness

6. Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.
 - a. Count, blend, segment, and delete syllables in spoken words, including polysyllabic words.
Examples: par-ti-cu-lar, cer-ti-fi-cate
 - b. Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.
 - c. Produce alliterative words.

Standard 6 continued...

- d. Blend and segment phonemes in single-syllable spoken words made up of three to five phonemes, including words with consonant blends.
- e. Add, delete, and substitute phonemes at the beginning or end of spoken words made up of three to five phonemes, and produce the resulting word.

Examples: pan to pant; flight to light; cat to cap

- f. Distinguish long from short vowel sounds in spoken, single-syllable words.
- g. Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation.

Examples: /f/ and /v/, /p/ and /b/, /t/ and /d/, /k/ and /g/, /m/ and /n/, /ng/ and /n/, /s/ and /z/, unvoiced /th/ and voiced /th/, /ch/ and /sh/, /ē/ and /ā/, /ē/ and /ă/

Note: This is extremely important as a foundational phonemic awareness skill for all learners.

- h. Identify the sound substitution in words with five to six phonemes.

Example: strips/straps, square/squire

Phonics

- 7. Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.

- a. Produce the most frequent sound(s) for each letter of the alphabet, including *x*, *q*, and the long and short sounds of the vowels.

Examples: x = /ks/; q = /kw/; a = /ă/ and /ā/, s = /s/ and /z/

- b. Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.

Note: Consonant blends should include st-, sm-, sn-, -st, -ft, -lp, sl, cr, cl, tr, dr, nt, nd, mp, and nk, at a minimum.

- c. Decode words with digraphs, trigraphs, and combinations, including digraphs *ck*, *sh*, *th*, *ch*, *wh*, *ph*, *ng*, trigraphs *tch* and *dge*, and combination *qu*.

Note: Some programs/experts call wh a combination, others call it a digraph. Use common language across the school/district.

- d. Decode words with *a* after *w* read /ă/ and *a* before *l* read /ā/.

Examples: wash, water, wasp; tall, all, talk, small, fall

Standard 7 continued...

- e. With prompting and support, decode words with the hard and soft sounds of *c* and *g*, in context and in isolation.
Examples: c=/k/ before a, o, u, or any consonant and c=/s/ before i, e, or y;
g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y
- f. Decode words with vowel *y* in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel *y* in medial position, producing the short /ĭ/ sound for these words.
Examples: fly, my; baby, happy; myth, gym
- g. Decode regularly spelled one-syllable words with vowel-r syllables, including *ar, er, ir, or,* and *ur*.
- h. With prompting and support, decode words with common vowel team syllables, including *ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy,* and *ue*.
- i. With prompting and support, decode words that follow the *-ild, -ost, -old, -olt,* and *-ind* patterns.
Examples: mild, host, fold, jolt, kind
- j. With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.
- k. With prompting and support, decode words with silent letter combinations.
Examples: kn, wr, mb, gh, gn
- l. With prompting and support, decode words with common prefixes including *un-, dis-, in-, re-, pre-, mis-, non-,* and *ex-*.
- m. With prompting and support, decode words with common suffixes, including words with dropped *e* and *y-to-i* changes for suffix addition.
Examples: -s, -ed, -ing, -es, -er, -est, -en, -y, -ly
- n. Decode contractions with *am, is, has,* and *not*.
Examples: I'm, he's, she's, isn't, don't
- o. Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.
Examples: saw, all, made, can, his, walk, let, open, time

Fluency

8. Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.
9. Read grade-appropriate texts with accuracy and fluency.
 - a. Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension.
 - b. Recognize and self-correct decoding and other errors in word recognition and reread for clarification.
 - c. Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
Example: Pause between stanzas and between lines where punctuation indicates.

10. Read high-frequency words commonly found in grade-appropriate text.

Note: High-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately and independently three times in a row on different days to be considered accurate enough to add to a personal word box, word ring, or fluency folder for fluency practice. Avoid teaching high-frequency words as “sight words” that need to be memorized as a whole word, unless there are no regular correspondences in the word. “Of” is an example of a word with no regular correspondences.

Vocabulary

11. Utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge.
 - a. Make connections to a word’s structure using knowledge of phonology, morphology, and orthography of the word to aid learning.
12. Ask and answer questions about unfamiliar words and phrases in discussions and/or text.
 - a. Identify possessives and plurals and use them as clues to the meaning of text.
Example: Jack’s coat, mom’s car; pigs, pig’s, pigs’
 - b. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including frequently occurring affixes and inflections -s, -es, -ed, -ing, -er, and -est.
Examples: Explain that adding suffix -s changes a singular noun to a plural noun and adding suffix -ed changes a verb to past tense.

Standard 12 continued...

- c. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.

Examples: look, peek, glance, stare, glare; big, large, gigantic, monstrous

Act out tiptoe, creep, and march to distinguish shades of meaning in words related to walk.

Discuss synonyms and antonyms.

- 13. Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.
- 14. Sort and categorize groups of words or pictures based on meaning, and label each category.
Examples: colors, clothes, animals with wings
- 15. Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.
- 16. Use grade-appropriate academic vocabulary in speaking and writing.

Comprehension

- 17. Use content knowledge built during read-alouds of informational and literary texts by participating in content-specific discussions with peers and/or through drawing and writing.
- 18. Manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level.
- 19. Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
- 20. Use text features to locate key facts or information in printed or digital text.
Examples: headings, tables of contents, glossaries, electronic menus, icons, bold words, captions, illustrations
- 21. Identify the main topic and key details of literary and informational texts.
- 22. Ask and answer questions about key details in literary and informational texts.
- 23. Identify and describe the main story elements in a literary text.
 - a. Describe the characters and settings, using illustrations and textual evidence from a story.
 - b. Retell the plot or sequence of major events in chronological order.

24. Identify who is telling the story, using evidence from the text.
 - a. Use the term *narrator* to refer to the speaker who is telling the story.
25. Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.
26. With prompting and support, use textual evidence to explain the central message or moral of a literary text.
27. Make predictions using information found within a literary text.
28. Self-monitor comprehension of text by pausing to summarize or rereading for clarification when comprehension is lacking.
29. Compare and contrast texts.
 - a. Compare and contrast characters, settings, and major events in literary texts.
 - b. Describe the connections between individuals, events, ideas, or pieces of information in an informational text.
 - c. Point out similarities and differences between two texts on the same topic.

Writing

30. Write legibly, using proper pencil grip.
 - a. Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement.
 - b. Print first and last names using proper letter formation, capitalization, and punctuation.
Examples: De'Andre McGill, Kim Mi-Sun, Juan de Jesus, Janie Parker
 - c. Use lower case letters in the majority of written work, using capitals only when appropriate.
 - d. Write letters of the English alphabet in alphabetical order from memory.
31. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
 - a. Encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words in closed syllables.
Examples: /k/=k before i, e, or y as in kit; /k/= c before a, o, u, or any consonant as in cup, cat, cop; /k/= -ck after an accented short vowel as in duck, back, rock, pick, deck
 - b. Encode consonant-vowel (CV) words using knowledge of open syllable patterns.
Examples: he, me, she, go, no

Standard 31 continued...

- c. Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation.
Examples: cl, bl, sl, tr, cr, sk, st, sl, sm, sn, sp, sw, dr, br, bl
Note: Many students spell the tr blend with digraph ch because of the confusion of the coarticulation of the /t/ and /r/ sounds. Many students spell the dr blend with the letter j because of the confusion of the coarticulation of the /d/ and /r/ sounds.
- d. Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters.
Examples: sh, th, ch, wh, ng, ck
- e. Encode words with vowel-consonant-e syllable patterns.
Examples: hike, spike, joke, dime, make
- f. With prompting and support, encode words with the common vowel teams and diphthongs.
Examples: ee, ea, oa, ai, a, au, aw, oi, oy, ou, ow, oo, igh
- g. With prompting and support, encode words with vowel-r combinations *ar, or, er, ir, and ur*.
- h. With prompting and support, encode words with final /ch/ sound spelled *-ch* and *-tch*.
Examples: /ch/= ch after a consonant, vowel-r, or vowel team as in munch, bunch, porch, smooch
/ch/= tch after a short vowel sound as in hatch, crutch, ditch
- i. With prompting and support, encode words with final /f/, /l/, and /s/ sounds in one-syllable base words by doubling the final consonant when it follows a short vowel sound.
Examples: cliff, hill, pass
- j. Encode words with final /v/ sound, using knowledge that no English word ends with a v.
Examples: have, give, save
- k. Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences.
Examples: am, at, can, he, we, be, in, it, came, like
- l. Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns *in all but one position*, pointing out the part of the word that does not follow the regular pattern.
Examples: said, are, to
- m. Encode words with suffixes *-s, -es, -ing, -ed, -er, and -est*.
Examples: dogs, wishes, jumping, jumped, faster, fastest
- n. With prompting and support, encode words with common prefixes *re-, un-, and mis-*.

Standard 31 continued...

- o. With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning.

Examples: hear/here; for/four; to/too/two.

*Note: To is a preposition which begins a prepositional phrase or an infinitive. Too is an adverb meaning "excessively" or "also." Two is a number. Many other words in English which reflect the number two are spelled with **tw**: twin, twice, between, tweezers.*

32. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
 - a. Identify the required features of a sentence, including capitalization of the first word and end punctuation.
 - b. Transcribe spoken words to demonstrate that print represents oral language.
 - c. Compose a simple sentence, including a subject and a predicate, that expresses a complete thought.
 - d. With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.
 - e. Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
 - f. Begin each sentence with a capital letter.
 - g. Capitalize the pronoun *I* and names of individuals.
 - h. Use commas in dates and words in a series.
 - i. With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.

Example: period for declarative sentences, question mark for interrogative sentences, exclamation mark for exclamatory sentences
33. Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
34. With prompting and support, write a narrative that recounts two or more appropriately sequenced events using transitions, incorporating relevant details, and providing a sense of closure.
35. With prompting and support, write an informative or explanatory text about a topic, using facts from a source and providing a sense of closure.
36. With prompting and support, write an opinion piece about a topic, including at least one supporting reason from a source and providing a sense of closure.

37. With prompting and support, write simple poems about a chosen subject.
38. Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.
39. Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.
40. Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.
41. Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.
42. Participate in shared research and writing projects to answer a question or describe a topic.
 - a. Recall information from experiences to contribute to shared research and writing projects.
 - b. Gather information from provided sources.
43. Use a variety of digital tools to produce and publish writing with guidance and support from adults, working both individually and in collaboration with peers.

GRADE 2

In Grade 2, Literacy Foundations continue to be essential as a basis for increased proficiency and a bridge to higher levels of instruction. Specificity in the standards remains to develop the needed phonemic awareness and phonics skills to become successful readers and writers. The categories Reading, Listening, Writing, and Speaking have been added to the organization of the standards as students are becoming more proficient in mastering foundational skills. Not every content area will have a standard in every category. In such cases, the category remains blank with the row shaded to indicate that the omission was intentional.

The writing process is integrated throughout the standards as a key to expressive learning. In accordance with the Simple View of Writing (Berninger et al.), foundational writing skills remain in the Literacy Foundations (standards 37-39); however, the written composition skills transition to the Written Expression category in standards 40-46 as students begin using the stages of the writing process more independently to produce narrative, informative, and opinion writings in response to texts. These tasks become more demanding as rigor increases from second to third grade.

The K-3 Recurring Standards for English Language Arts, shown in the chart below, are an important part of every grade level. Through these standards, students learn and practice active listening, utilize word-analysis skills, build background knowledge and vocabulary skills, learn and practice essential digital skills, and utilize a process to create and modify written work. The recurring standards are to be incorporated throughout the grade level.

RECURRING STANDARDS FOR K-3

Students will:

- R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
- R2. Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.
- R3. Expand background knowledge and build vocabulary through discussion, reading, and writing.

- R4. Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.
- R5. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

GRADE 2 CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

LITERACY FOUNDATIONS

Oral Language

1. Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.
2. Present information orally using complete sentences, appropriate volume, and clear pronunciation.
 - a. Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.
 - b. Use complex sentence structures when speaking.
 - c. Ask and answer questions to seek help, clarify meaning, or get information.

3. Demonstrate oral literacy skills by participating in a variety of oral language activities.

Examples: creating oral stories, participating in oral dramatic activities, reciting poems and stories

	READING	
	LISTENING	
	WRITING	

	SPEAKING	4. Orally answer <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, <i>why</i>, and <i>how</i> questions about a text or conversation, using complete sentences to provide key ideas and details. 5. Create recordings of stories or poems. 6. Use visual aids and technology in oral presentations to present key ideas and details about a text or conversation, and add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify thoughts, feelings, and ideas. 7. Demonstrate standard English usage when speaking. a. Use collective nouns. b. Form and use frequently-occurring irregular plural nouns. c. Use reflexive pronouns. d. Form and use past tense forms of frequently-occurring irregular verbs. e. Use adjectives and adverbs. f. Produce and expand complete simple and compound sentences when speaking.
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Phonological Awareness/Phonemic Awareness

8. Apply knowledge of voiced and unvoiced sounds and manner of articulation to distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds.

Examples: /f/ and /v/, /p/ and /b/, /k/ and /g/, /t/ and /d/, /ch/ and /sh/, /ē/ and /ī/, /ě/, and /ǎ/

Note: This is extremely important as a foundational phonemic awareness skill for all learners.

9. Demonstrate advanced phonemic awareness skills in spoken words.
 - a. Add, delete, and substitute phonemes at the beginning, end, or middle of a spoken word made up of up to six phonemes and produce the resulting word.

Examples: Addition - Say bell. Now say bell, but add /t/ to the end of bell. (belt)

Addition - Say block. Now say block, but add /t/ to the end of block. (blocked)

Deletion - Say fin. Now say fin, but don't say /f/. (in)

Deletion - Say range. Now say range, but don't say /j/. (rain)

Substitution - Say strap. Now say strap, but change /a/ to /i/. (strip)

Substitution - Say bleed. Now say bleed, but change the /ē/ to /ā/. (blade)

Standard 9 continued...

- b. Delete the initial sound in an initial blend in a one-syllable base word.
Example: Say prank. Now say prank, but don't say /p/. (rank)
- c. With prompting and support, delete the medial and final sounds in blends in one syllable base words.
Examples: Say snail. Now say snail, but don't say /n/. (sail)
Say wind. Now say wind, but don't say /d/. (win)
- d. Apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution, and resequencing of sounds from one word to the next.
Examples: bit, bet, bat; sat, sit; pit, pat
- e. With prompting and support, reverse sounds within a word by saying the last sound first and the first sound last.
Examples: fine, knife; cat, tack; park, carp

	READING	
	LISTENING	
	WRITING	
	SPEAKING	

Phonics

- 10. Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.
 - a. Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and *schwa* syllables.
 - b. Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words.
Examples: VC/CV, V/CV, VC/V, CV/VC; rab-bit, o-pen, cab-in, li-on
 - c. Decode and encode words with three-consonant blends and blends containing digraphs.
 - d. Decode and encode words with consonant digraphs, trigraphs, and combinations.
Examples: qu, sh, ch, th, ph, wh, tch, dge

Standard 10 continued...

- e. Decode and encode words with variable vowel teams and vowel diphthongs.
Examples: oi, oy; ou, ow; au, aw; oo, ew, ue; ee, ea; igh, ie; ai, ay
- f. Decode and encode words with vowel-r combinations.
Examples: ar, air, are, ear, eer, er, ere, eir, ir, or, oar, ore, our, ur
- g. Decode and encode words that follow the *-ild, -ost, -old, -olt, and -ind* patterns.
Examples: wild, most, cold, colt, mind
- h. Decode and encode words with *a* after *w* read /ä/ and *a* before *l* read /â/.
Examples: wash, water, wasp; tall, all, talk, small, fall
- i. Decode and encode words with *or* after *w* read /er/.
Examples: world, word, worm, worst, work
- j. Decode and encode words with the hard and soft sounds of *c* and *g*, in context and in isolation.
Examples: c=/k/ before a, o, u, or any consonant and c=/s/ before i, e, or y
g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y
- k. Decode and encode words with vowel *y* in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel *y* in medial position, producing the short /ī/ sound for these words.
Examples: fly, my; baby, happy; myth, gym
- l. Decode words with silent letter combinations.
Examples: kn, mb, gh
- m. Decode and encode words with prefixes and suffixes, including words with dropped *e* and *y-to-i* changes for suffix addition.
Examples: pro-, trans-, non-, mid-; -ful, -less, -ness, -ed, ing, -es, -er, -est, -en, -y, -ly
- n. Decode and encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.
Examples: decodable - number, way, my, than, word
decodable except for one irregularity - other (o is schwa), from- (o is schwa)
what - (a is schwa or short o depending on dialect)
- o. Decode and encode contractions with *am, is, has, not, have, would, and will*.
Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll

	READING	
	LISTENING	

	WRITING	
	SPEAKING	

Fluency

11. Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context.
12. Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.
13. Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.
14. Read high-frequency words commonly found in grade-appropriate text.

Note: High-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately three times in a row on different days to be considered accurate enough to add to a personal word box, word ring, or fluency folder for fluency practice. Avoid teaching high-frequency words as “sight words” that need to be memorized as a whole word, unless there are no regular correspondences in the word. “Of” is an example of a word with no regular correspondences.

	READING	
	LISTENING	
	WRITING	
	SPEAKING	

Vocabulary

15. Utilize new academic, content-specific, grade-level vocabulary, making connections to previously learned words and relating new words to background knowledge.
 - a. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.
16. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
 - a. Use knowledge of antonyms and synonyms.
 - b. Distinguish shades of meaning among verbs and adjectives.
*Examples: Act out jog, gallop, and sprint to distinguish shades of meaning in words related to run.
 pretty, beautiful, gorgeous; tiny, small, petite*
 - c. Use knowledge of homophones to determine use of the correct word.
 - d. With prompting and support, interpret figurative language.
17. Analyze meaningful parts of words and phrases in discussions and/or text.
 - a. Identify possessives and plurals and use them as clues to the meaning of text.
Example: girl's dress; boys' game; cats, cat's, cats'; houses, house's shutters
 - b. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections.
Examples: -less, -ful, -est
Note: Adding suffix -est changes an adjective to a superlative adjective; adding suffix -ful changes the part of speech.
18. Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.
19. Identify new vocabulary and the use of word meanings in text to establish real-life connections.

	READING	20. Use grade-level academic and domain-specific vocabulary to gain meaning from text.
	LISTENING	
	WRITING	21. Use grade-level academic and domain-specific vocabulary in writing.

SPEAKING

Comprehension

22. Use content knowledge built during read-alouds and independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.
23. Identify the main story elements in a literary text.
- Explain the plot of a narrative, using textual evidence to list the major events in sequence.
 - Describe the characters' traits, feelings, and behaviors in a story.
 - Describe the setting of a narrative, using textual evidence.
 - Identify the central message or moral of a story.
 - Identify the theme in myths, fables, and folktales.
24. Identify the main idea and supporting details of literary and informational texts.
- Explain how the supporting details contribute to the main idea.
 - Recount or summarize key ideas from the text.
25. Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats.
- Identify and locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations.
 - Explain how specific features can clarify a text or enhance comprehension.
26. Compare and contrast important details presented by two texts on the same topic or theme.
- Compare and contrast different versions of the same story by different authors, from different cultures, or from different points of view.
Examples: The Three Little Pigs and The True Story of the Three Little Pigs; Cinderella and The Rough-Face Girl
 - Compare and contrast story elements of literary texts.
Examples: characters, settings, sequence of events, plots
27. Identify the text structures within literary and informational texts, including cause and effect, problem and solution, and sequence of events.

28. Establish a purpose before reading literary and informational texts to enhance comprehension. <i>Examples: for pleasure, to identify main idea, to gather information or facts on a topic</i>		
	READING	29. With prompting and support, identify and interpret various cohesive devices that help link words and sentences to one another within the text as a scaffold to help build comprehension at the sentence and paragraph level. <i>Examples: pronoun references, word substitution using synonyms, conjunctions</i> 30. Read and comprehend literary and informational texts. a. State and confirm predictions about a text. b. Use background knowledge to make connections to new text. c. Draw conclusions based on the text. 31. Use information from a text to determine the author’s purpose in different forms of informational and literary texts. 32. Identify rhyme schemes in poems or songs. 33. Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick. 34. Differentiate between fact and opinion in a text. a. Use prior knowledge and information gathered from research to evaluate opinions in texts. b. Use textual evidence and gathered research from reliable sources to prove facts.
	LISTENING	35. Demonstrate listening skills and build background knowledge by asking and answering questions about texts read aloud.
	WRITING	36. Manipulate words and/or phrases to create simple and compound sentences, including coordinating conjunctions <i>for, and, nor, but, or, yet, and so</i> , to help build syntactic awareness and comprehension at the sentence level.
	SPEAKING	

Writing

37. Write legibly.

- a. Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing.
- b. Demonstrate cursive writing strokes, including undercurve, overcurve, downcurve, and slant.
- c. Form uppercase and lowercase letters in cursive.

38. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.

- a. Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le.
- b. Apply knowledge of multisyllabic word construction and syllable division principles to encode grade-appropriate words correctly.

Examples: VC/CV, V/CV, VC/V, CV/VC; rab-bit, o-pen, cab-in, di-et

- c. Encode words with final /v/ and /j/ sounds using knowledge that no English word ends with a v or j.

Examples: have, give, save; cage, rage, budge, lodge

- d. Encode one- and two-syllable words with long and short vowel patterns.

- e. Encode words with two- and three-consonant blends, including those containing digraphs.

Examples: st, sm, sn, sl, cl, dr, br, bl, str, scr, thr, squ, spl, spr

- f. Encode words with consonant digraphs, trigraphs, and combinations.

Examples: ph, gh, ch, sh, wh, th, ng, tch, dge, qu

- g. Encode words with the common vowel teams, including diphthongs.

Examples: ai, ay, ea, ee, ei, igh, oa, ow, ou, ue, ew, eigh

- h. Encode words with vowel-r combinations.

Examples: ar, or, ir, er, ur, air, ear, oar

- i. Encode words that follow the -ild, -ost, -old, -olt, and -ind patterns.

Examples: wild, cold, most, colt, mind

- j. Encode words with *a* after *w* read /ă/ and *a* before *l* read /â/.

Examples: wash, water, wasp; tall, all, talk, small, fall

- k. Encode words with *or* after *w* read /er/.

Examples: world, word, worm, worst, work

- l. Encode words with hard and soft *c* and *g*.

Examples: carry, cent; game, giraffe

Standard 38 continued...

- m. Encode words with vowel *y* in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel *y* in medial position, producing the short /ĭ/ sound for these words.
Examples: fly, my; baby, happy; myth, gym
- n. Encode words with prefixes and suffixes, including words with dropped *e* and *y-to-i* changes for suffix addition.
Examples: pro-, trans-, non-, mid-, -ful, -less, -ness, -ed, ing, -es, -er, -est, -en, -y, -ly
- o. Encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.
Examples: decodable - number, way, my, than, word
decodable except for one irregularity - other (o is schwa); from- (o is schwa);
what- (a is schwa or short o depending on dialect)
- p. Encode contractions with *am, is, has, not, have, would, and will*, using apostrophes appropriately.
Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll
- q. Encode frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning.
Examples: their/they're/there; eight/ate; cent/scent/sent

39. Organize a list of words into alphabetical order according to first, second, and third letters.

	READING	
	LISTENING	
	WRITING	40. Write a personal or fictional narrative using a logical sequence of events, including details to describe actions, thoughts, and feelings and providing a sense of closure. 41. Write informative or explanatory texts, introducing the topic, providing facts and relevant details to develop points, and providing a conclusion. 42. Write an opinion piece about a topic or text with details to support the opinion, using transitional words and providing a sense of closure.

		43. Write complete sentences demonstrating knowledge of punctuation conventions. a. Utilize commas with words in a series in a sentence. b. Use apostrophes to form contractions and possessives. <i>Examples: contractions with am, is, has, not (I'm, she's, don't)</i> c. Use punctuation to set off interjections. d. Expand sentences using frequently-occurring conjunctions. <i>Examples: because, so, but</i> 44. With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence. 45. Demonstrate understanding of standard English language conventions when writing. a. Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys. b. Form regular nouns and verbs by adding -s or -es. c. Form and use simple present and past verb tenses. d. Form plurals by changing -y to -ies. e. Form and use frequently-occurring irregular plural nouns and verbs. f. Use plural possessives. 46. Gather and use research to answer questions to complete a research product. a. Create topics of interest for a research project. b. Create questions to gather information for a research project. c. Find information from a variety of sources. <i>Examples: books, magazines, newspapers, digital media</i> d. Define <i>plagiarism</i> and explain the importance of using their own words.
	SPEAKING	

GRADE 3

In Grade 3, Literacy Foundations continue to provide the main framework for the standards and a bridge to higher levels of instruction, along with the categories Reading, Listening, Writing, and Speaking that were introduced in Grade 2. Grade 3 students progress from learning basic cursive writing strokes to writing legibly with correctly formed cursive letters and spacing. Reading comprehension standards progress through increasingly more comprehensive and challenging skills, and students learn to express their thoughts effectively in a variety of formats including poetry writing. Not every content area will have a standard in every category. In such cases, the category remains blank with the row shaded to indicate that the omission was intentional. The gray column to the left of the categories is included as an indicator of the organizational structure, which becomes more intricate in Grades 4-5.

The writing process is integrated throughout the standards as a key to expressive learning. In accordance with the Simple View of Writing (Berninger et al.), foundational writing skills still appear in the Literacy Foundations category (standards 31-32); however, the written composition skills transition to the Written Expression category in standards 33-42 as students use the stages of the writing process more independently to produce narrative, informative, and argumentative writings in response to various types of texts. These tasks become more demanding as rigor increases from third to fourth grade.

The K-3 Recurring Standards for English Language Arts, shown in the chart below, are an important part of every grade level. Through these standards, students learn and practice active listening, utilize word-analysis skills, build background knowledge and vocabulary skills, learn and practice essential digital skills, and utilize a process to create and modify written work. The recurring standards are to be incorporated throughout the grade level.

RECURRING STANDARDS FOR K-3

Students will:

- R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
- R2. Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.
- R3. Expand background knowledge and build vocabulary through discussion, reading and writing.
- R4. Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.
- R5. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

GRADE 3 CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

LITERACY FOUNDATIONS

Oral Language

1. Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.
 - a. Elaborate on responses in conversations and discussions.
Examples: use precise, descriptive language; build upon previously expressed ideas
2. Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.
 - a. Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.
3. Apply oral literacy skills by participating in a variety of oral language activities.
Examples: plays, dramas, choral readings, oral reports

	READING	
	LISTENING	
	WRITING	
	SPEAKING	4. Ask and answer questions using complete sentences and grade-level vocabulary. 5. Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar. 6. Use digital tools to enhance oral presentations, working collaboratively.

Phonological Awareness/Phonemic Awareness

7. Demonstrate advanced phonemic awareness skills in spoken words.
- Delete phonemes in initial and final blends of a spoken word.
Examples: Say smoke. Now say smoke, but don't say /m/. (soak)
Say best. Now say best, but don't say /s/. (bet)
 - Substitute phonemes in initial and final blends in a spoken word.
Examples: Say sweep. Now say sweep, but change the /w/ to /l/. (sleep)
Say list. Now say list, but change the /s/ to /f/. (lift)
 - Reverse phonemes in a spoken word.
Examples: Say safe. Now say safe but say the last sound first and the first sound last. (face)
Say slack. Now say slack but say the last sound first and the first sound last. (class)
 - In a series of words, apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution and resequencing of sounds from one word to the next.
Examples: sap, lap, lip, slip, slit, lit; gob, cob, cub, cup, cap; train, rain, lane, lame, blame
 - Use knowledge of syllable and affix substitution and deletion to demonstrate morphological changes.
Examples: Say photograph. Change graph to cell. (photocell)
Say anytime. Change time to where. (anywhere)
Say blocked. Change /t/ to /ing/. (blocking)

	READING	
	LISTENING	
	WRITING	
	SPEAKING	

Phonics

8. Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.
 - a. Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or *schwa* syllables.
 - b. Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words.
Examples: VC/CV, V/CV, VC/V, CV/VC; com-mit-ment, e-vent, ev-er-y, po-et
 - c. Decode and encode words with three-consonant blends, digraphs, trigraphs, quadrigraph *ough*, combinations, diphthongs, and silent letter combinations.
Examples: spl-, str-, scr-, squ-; th, sh, ch, ck, ph; tch, dge, igh; er, ir, ar, or; oi, oy, ou, ow; kn, gn, mb, wr, gh
 - d. Decode and encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most common to least common frequency.
Examples: y can be read /y/ in yet, /ē/ in candy, /ī/ in fly
digraph ch can be read /ch/ in chair, /sh/ in chef, and /k/ in school
diphthong ow is read /ou/ in cow, but digraph ow is read /ō/ in snow
 - e. Decode and encode multisyllabic words using knowledge of stress or accent to pronounce a word correctly, including the *schwa* sound when appropriate.
Examples: the noun con'vict vs. the verb con/vict'; the noun pro'/duce vs. the verb pro/duce'
 - f. Decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.
Examples: fore-, anti-, post-, sub-; -ment, -hood, -er, -or; port, ject, form, dict
 - g. Decode and encode contractions with *am, is, has, not, have, would, and will*.
Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll

Standard 8 continued...

- h. Decode and encode frequently confused homophones accurately using knowledge of English and meaning to facilitate learning.

Examples: hear/here; night/knight; tacks/tax

- i. Decode and encode words with hard and soft *c* and *g*.
j. Decode and encode grade-appropriate high frequency words that follow regular and irregular phoneme-grapheme correspondences, using knowledge of the specific sound-symbol correspondences that are irregular.

	READING	
	LISTENING	
	WRITING	
	SPEAKING	

Fluency

9. Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context.
10. Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.
11. Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.
12. Read high-frequency words commonly found in grade-appropriate text accurately and automatically.
Note: High-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately three times in a row on different days to be considered accurate enough to add to a personal word box, word ring, or fluency folder. Avoid teaching high-frequency words as “sight words” that need to be memorized as a whole word, unless there are no regular correspondences in the word. “Of” is an example of a word with no regular correspondences.

	READING	
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	LISTENING	
	WRITING	
	SPEAKING	

Vocabulary

13. Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.
 - a. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.
14. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words, including nouns, verbs, and adjectives.
 - a. Determine meaning of words using synonyms in context.
 - b. Determine meaning of words using antonyms as a clue.
 - c. Describe the similarities and differences between related words.
 - d. Use knowledge of homophones to determine appropriate use of words.
 - e. Interpret figurative language.
 - f. Identify relationships and nuances in word meanings to determine real-life connections between words and their use.

Examples: Discuss relationships in words related to home (house, residence, habitat) and give reasons for choosing a particular word in speaking or writing.

Distinguish shades of meaning in words related to bad (terrible, awful, horrible) and give reasons for choosing a particular word in speaking or writing.

Distinguish shades of meaning in words related to talk (yell, scream, bellow) and give reasons for choosing a particular word in speaking or writing.

15. Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.
- Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unfamiliar words, including base words, roots, and frequently occurring affixes and inflections.
Examples: affixes -less, -ful, pro-, trans- ; roots aqua, cent, port, form, ject, spect, dict, tend, fer
 - Apply knowledge of the changes in tense (*-ed*), number (*-s*), and degree (*-er* and *-est*) signified by inflected endings to determine the meaning of a word.
 - Identify common and derivational prefixes and suffixes and use them as clues to a word's meaning.
Examples: pre-, re-, mis-; -ly, -less, -ful, -able, -ment
 - Identify common Latin and Greek roots and use them to determine the meaning of unfamiliar words.
 - Sort words with shared and varied suffixes by parts of speech.

	READING	16. Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.
	LISTENING	
	WRITING	17. Use grade-level academic and domain-specific vocabulary in writing.
	SPEAKING	

Comprehension

18. Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.
19. Determine the explicit or implied main idea and supporting details of a text.
- Explain how supporting details contribute to the main idea, using textual evidence.
 - Recount or summarize the key ideas from the text.
20. Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.
Examples: reading for pleasure, application, or information; to identify a theme or an author's purpose

	READING	21. Identify and interpret various cohesive devices that link words and sentences to one another within the text. <i>Examples: pronoun references, conjunctions, word substitution using synonyms</i> <i>Note: Working with cohesive devices is a scaffold to building comprehension at both sentence and paragraph levels.</i> 22. Describe literary elements within a story, including setting, plot, characters, and themes. - Describe in detail the characters' behavior, emotions, and traits and explain how their actions influence events in the story. - Explain how the characters' actions and dialogue contribute to the meaning of the story. - Identify the central message, theme, or moral in a story, including myths, fables, and folktales, and explain the meaning conveyed in the passage. - Compare and contrast the themes, settings, and plots from two texts. 23. Identify and use text features in informational passages to locate information. <i>Examples: headings, photographs, illustrations, labels, charts, graphs, legends</i> - Explain how text features support details in the text. - Explain how illustrations contribute to meaning in a story. - Interpret text features used in written and digital formats. 24. Identify the text structures within literary and informational texts. - Explain how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence. 25. Identify statements in informational texts as facts or opinions. - Use prior knowledge and/or details from the text to distinguish fact from opinion. - Use information gathered from research to evaluate opinions. 26. Use text comparisons (text to text, text to self, and text to world) to make meaning. - Use prior knowledge to determine similarities between texts they are reading and texts they have previously read. - Compare different versions of the same story.
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		27. Read prose, poetry, and dramas, identifying the literary devices used by the author to convey meaning. <i>Examples: personification, imagery, alliteration, onomatopoeia, symbolism, metaphor, simile</i> 28. Identify the narration of a literary text as first person or third person.
	LISTENING	29. Determine the main idea of a text read aloud or information presented in an audible format.
	WRITING	30. Manipulate words and/or phrases to create compound sentences, including coordinating conjunctions <i>for, and, nor, but, or, yet, or so</i> , and complex sentences to help build syntactic awareness and comprehension at the sentence level.
	SPEAKING	

Writing

31. Write legibly in cursive with connected, correctly-formed letters and appropriate spacing between words.
32. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately.
- Apply knowledge of multisyllabic word construction and syllable division principles to encode multisyllabic words.
Examples: VC/CV, V/CV, VC/V, CV/VC; com-mit-ment, e-vent, ev-er-y, po-et
 - Encode multisyllabic words, using common syllable patterns: open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or *schwa* syllables.
 - Encode words with two and three letter blends and previously taught digraphs, trigraphs, combinations, diphthongs, quadrigraph *eigh*, vowel *y*, hard and soft *c* and *g*, silent letter combinations, and contractions.
 - Encode words with less common prefixes, suffixes, and common Latin roots.
Examples: prefixes: fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, super-, semi-, anti-, mid-, ex-, post-
suffixes: -y, -ly, -ful, -ment, -hood, -less, -ness, -er, -or, -en
Latin roots: port, form, ject, spect, dict, tend, fer
 - Encode frequently confused homophones accurately, using context to determine correct spelling.
Examples: hear/here; night/knight; tacks/tax

	READING	
	LISTENING	
	WRITING	33. Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure. 34. Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion. 35. Write an argument to convince the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from various sources, and a conclusion. 36. Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade. - Use articles <i>a</i>, <i>an</i>, and <i>the</i> correctly. - Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys. - Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs. - Use simple abbreviations, including days of the week, months of the year, titles, units of metric and customary measurement, street names, and state names. 37. Compose simple, compound, and complex sentences with correct subject-verb agreement. - Identify and correct sentence fragments and run-on sentences. - Identify the subject and predicate of a sentence. 38. Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence. 39. Gather and evaluate information about a topic from a variety of sources, including digital sources, and utilize it to create a project, report, or presentation. - Avoid plagiarism by using their own words and utilizing digital sources ethically.

		40. Use grade-level and domain-appropriate vocabulary in writing. a. Use specific vocabulary to develop a story. b. Use specific vocabulary to explain or inform on a topic. 41. Use words and phrases in writing for effect and elaboration. a. Use transition words and phrases for sentence variety. 42. Write poetry or prose in response to visual images to interpret their meanings.
	SPEAKING	

GRADES 4-5 OVERVIEW

In Grades 4 and 5, students continue to grow as readers, writers, listeners, and speakers. They are still concrete learners, but they are beginning to delve into abstract thinking. Collaboration with peers and instructors is critical in these grades as students learn to develop ideas by drawing upon the insight of others. Literacy growth and development are fostered by direct, explicit reading instruction which is built on foundational literacy skills and on regular formative assessments. Inquiry- and discovery-based learning environments draw upon the natural curiosity of fourth and fifth grade students, encouraging their engagement, creating deeper understanding, and forging a more personal connection to what they read, write, speak, and hear.

Although Foundational Literacy headings are not used in Grades 4 and 5, students continue to develop foundational skills, building on the alphabetic principle, comprehension and encoding, fluency, phonemic awareness, phonics, phonological awareness, and vocabulary foundations laid in Grades K-3 in accordance with the Alabama Literacy Act. In Grades 4 and 5, standards are elevated to ensure continuous student mastery appropriate for upper elementary proficient readers. Students extend learning from concrete ideas to abstract concepts.

When students exhibit deficits in foundational skills, teachers should refer to the companion resources that will be published to support the course of study and to school and district RtI and intervention plans.

Reading standards in Grades 4 and 5 continue to be a major component of receptive content instruction. Reading skills, developed with equal focus on fiction and informational text, allow students to comprehend relationships, author interpretations, events, procedures, ideas, and concepts across content areas. Instruction should provide opportunities for students to read widely and deeply from a broad range of high-quality, rigorous literary and informational texts in order to build the confidence and background knowledge needed for a solid reading foundation. Students can build this solid foundation when instruction is intentionally and coherently structured to develop rich content knowledge within and across grades.

The writing process is integrated throughout the standards in Grades 4 and 5 as a major impetus to expressive learning. The Simple View of Writing (Berninger et al.) was a guiding factor in development of these standards. In order for students to become proficient writers, they must possess foundational writing skills to encode and organize words and composition skills to formulate and organize content. Students use the stages of the writing process to meet the challenging expectations of the standards by producing narrative, informative, and argumentative writings in response to many types of texts. These tasks become more demanding as rigor increases from fourth to fifth grade. Focusing on language and grammar skills during the writing process embeds language learning into

meaningful practice. The inclusion of keyboarding and handwriting techniques during writing enhances clear expression and production of work. Short research projects combine aspects of reading and writing to produce comprehensive, abstract work. Conventions of standard English (including relative pronouns, verb forms, prepositional phrases, and appropriate capitalization and punctuation) and general academic and domain-specific vocabulary continue to be critical components in language development that students apply to reading, speaking, and listening as well as to writing.

Listening and speaking skills enhance learning for both reception and expression for students in Grades 4 and 5. Through discussion, collaboration, and reporting, students learn to be productive participants in conversations that require them to compare, contrast, analyze, and synthesize a multitude of ideas in various domains. Technology is used to enhance and expand both reception and expression, allowing students to transcend traditional learning environments by accessing and communicating information virtually.

When “including” appears in content standards, it should be construed as “including but not limited to.” The items listed must be taught; others may also be included in instruction.

Examples represent options that might prove useful in instruction of the standard. They are not intended to be exhaustive lists and the suggestions listed do not have to be taught.

Grades 4-5 Recurring Standards for English Language Arts, listed at the beginning of each grade level, are to be fully included in instruction.

GRADE 4

In Grade 4, the Literacy Foundation headings Oral Language, Phonological Awareness, and Phonemic Awareness are no longer listed with Content Areas as the focus changes from oral language to written responses to literature, which require increased academic vocabulary and technical skills. While students still ask and answer questions about literary and informational texts, they increasingly perform these tasks mentally (“thinking about their thinking”) and usually write their responses instead of expressing them aloud. Students who still struggle with oral language, phonological awareness, and phonemic awareness should receive intervention and/or individualized instruction to close those gaps and to develop the expertise needed for reading and interpreting more complex literary works.

The focus areas Reception and Expression are now listed alongside the categories of Reading, Listening, Writing, and Speaking, indicating the alignment of each area with the categories’ primary goals: reception of ideas with the Reading and Listening categories, and expression of ideas with the Writing and Listening categories.

Content areas may not have a standard in every category. In such cases, the category remains blank with the row shaded to indicate that the omission was intentional.

The Grades 4-5 Recurring Standards for English Language Arts, shown in the chart below, are an important part of every grade level. Through these standards, students learn and practice active listening, utilize context to decipher word meanings, learn and practice essential digital skills, become adept at finding and understanding literary devices, determine the formality of different situations in order to respond appropriately, and utilize a process to create and modify written work. The recurring standards are to be incorporated throughout the grade level.

RECURRING STANDARDS FOR GRADES 4-5

Students will:

- R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
- R2. Use context clues to determine meanings of unfamiliar spoken or written words.

- R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.
- R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
- R5. Identify and explain literary devices in prose and poetry.
- R6. Assess the formality of occasions in order to speak or write using appropriate language and tone.

GRADE 4 CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

LITERACY FOUNDATIONS		
Phonics		
1. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, syllable types, and morphological structure to read unfamiliar multisyllabic words accurately, both in context and in isolation.		
RECEPTION	READING	2. Determine and use the correct syllable type(s) to decode unfamiliar multisyllabic words, including open, closed, vowel-consonant-e, r-controlled, vowel team (including diphthongs), consonant-le, and “leftovers” including odd and <i>schwa</i> syllables. <i>Examples: dam-age, ac-tive, na-tion</i>
	LISTENING	3. Apply knowledge of roots, prefixes, and suffixes to decode unfamiliar multisyllabic words.
EXPRESSION	WRITING	4. Apply knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words.

	SPEAKING	
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Fluency

5. Demonstrate fluency when reading grade-level text and when responding through writing or speaking.

RECEPTION	READING	6. Read grade-level text orally with appropriate pauses, phrasing, stress, intonation, rate, and integration to support comprehension. 7. Read words with irregular and regular spelling patterns accurately and automatically.
	LISTENING	
EXPRESSION	WRITING	8. Write routinely and independently in response to text.
	SPEAKING	

Vocabulary

9. Accurately interpret general academic and domain-specific words and phrases.

RECEPTION	READING	10. Interpret words and phrases, including figurative language, as they are used in a text. a. Explain how specific word choices shape meaning or tone. b. Explain how figurative language contributes to the meaning of text, including simile, metaphor, alliteration, personification, hyperbole, and idioms. c. Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.
	LISTENING	

EXPRESSION	WRITING	11. Use commonly misused words correctly in writing. <i>Examples: accept/except; effect/affect; racket/racquet; its/it's; your/you're; our/are; quiet/quit/quite</i>
	SPEAKING	12. Consult reference materials to find the pronunciation of unknown words and phrases. 13. Use grade-appropriate general academic and domain-specific words and phrases in presentations and discussions.

Comprehension

14. Demonstrate comprehension of literary and informational text by utilizing its content when discussing or writing in response to the text.

RECEPTION	READING	15. Analyze in depth a character, setting, or event in a story or drama, drawing on specific details in the text. - Identify and explain attitudes and influences of multiple characters within a text. - Explain how the main character changes throughout the story, using explicit evidence from the text. - Make an inference about a character's behavior, the setting, and/or specific events, using explicit details from the story. 16. Describe how authors use literary devices and text features to convey meaning in prose, poetry, and drama. - Identify clues in the text to recognize implicit meanings. - Apply prior knowledge to textual clues to draw conclusions about the author's meaning. - Make an inference about the meaning of a text and support it with textual evidence.
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		17. Identify the narrator's point of view in a literary text and explain how it differs from a character's perspective. - Explain the difference between first person and third person narration, including omniscient and third person limited. - State an opinion of the author's use of narration, supporting reasoning with examples from the text. 18. Identify the point of view in a narrative and describe how the narrative would be different if told from the perspective of a different character or narrator. - Compare and contrast firsthand and secondhand accounts of the same event or topic, describing the differences in focus and the information provided. - Compare the perspectives of different characters within a text. 19. Compare and contrast the treatment of similar themes in stories, myths, and traditional literature from different cultures. - Determine and state an implied theme, explicit theme, or life lesson from a myth, story, or other traditional literature. - Analyze a common or shared theme and its development in stories, myths, and/or other traditional literature. 20. Use details and examples from a text to indicate what the text explicitly states. - Interpret facts from an informational article, using details and examples from the text to explain the interpretation. - List the main questions answered by an informational article. - Categorize statements in an article or other informational text as fact or opinion and give reasons for each choice. - Explain the differences between primary and secondary sources, giving examples from texts.
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		21. Explain how relevant details support the implied or explicit main idea of a text. a. Determine the central idea or theme of a text. b. Explain the difference between implied and explicit details. c. Summarize the key supporting details by citing evidence from a text. 22. Analyze events, procedures, ideas, or concepts in informational texts, including what happened and why, based on specific information in the text. a. Cite evidence to explain the author's perspective toward a topic in an informational text. 23. Evaluate how text features and structures contribute to the meaning of an informational text. a. Identify and describe the structures within a text, including description, comparison and contrast, sequence, problem and solution, and cause and effect. b. Interpret information from text features in both print and digital formats. 24. Explain how an author uses reasons and evidence to support particular points and claims in an informational text or argument. a. Make text-based inferences to determine possible reasons for an author's stance. 25. Explain how the form of a poem contributes to its meaning. 26. Analyze how rhythm and rhyme in poetry contribute to meaning.
	LISTENING	27. Identify the reasons and evidence a speaker provides to support particular points.
	WRITING	28. Write clear and coherent responses to texts, using explicit or implicit evidence that supports a particular point.
	SPEAKING	29. Add audio recordings to presentations, when appropriate, to enhance the development of main ideas or themes.

		30. Synthesize information on a topic in order to write or speak knowledgeably about the subject. a. Make complex inferences within and across texts to determine the importance of information. b. Use evidence to explain information across texts including different perspectives and/or points of view. 31. Orally paraphrase portions of a text or information presented in diverse media when collaborating and/or presenting.
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Writing

32. Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, both independently and with support, demonstrating grade-level proficiency.

RECEPTION	READING	33. Use research to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. a. Introduce a research topic clearly and group related ideas. b. Integrate and cite evidence to present research findings in written form. c. Paraphrase portions of texts or information presented in diverse media and formats.
	LISTENING	
EXPRESSION	WRITING	34. Write fluently and legibly in cursive, using correctly formed letters with appropriate spacing. 35. Write personal or fictional narratives using a logical plot, transitional words and phrases, sensory details, and dialogue, and providing a sense of closure.

		36. Write informative or explanatory text about a topic using sources, incorporating academic vocabulary, and including an introduction, facts, details with elaboration, and a conclusion. 37. Write an argument to persuade the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from relevant sources, and linking words to connect their argument to the evidence. 38. Compose complete sentences with correct subject-verb agreement, punctuation, and usage. a. Order adjectives within sentences according to conventional patterns. <i>Example: a small red bag rather than a red small bag</i> b. Form and use prepositional phrases and conjunctions. c. Recognize and correct sentence fragments and run-on sentences. d. Use commas, apostrophes, and quotation marks correctly. e. Use correct capitalization, including familial relations and proper adjectives. f. Spell grade-appropriate words correctly, consulting references as needed. 39. Demonstrate command of the conventions of standard English grammar and usage. a. Use relative pronouns <i>who</i>, <i>whose</i>, <i>which</i>, and <i>that</i>, relative adverbs <i>where</i>, <i>when</i>, and <i>how</i>, and irregular possessive nouns. b. Form and use the progressive verb tenses. <i>Examples: I was walking, I am walking</i> c. Use modal auxiliaries to convey various conditions. <i>Examples: can, may, must</i> 40. Compose friendly and formal letters using appropriate elements, including date, greeting, body, and a signature. a. Write return address and mailing address in the proper locations on an envelope.
	SPEAKING	41. Present an opinion orally, sequencing ideas logically and using relevant facts. a. Express appropriate and meaningful responses to questions posed by others.

		42. 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, and speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. a. Articulate ideas, claims, and perspectives in a logical sequence, presenting information, findings, and credible evidence from multiple sources and modalities to enhance listeners' understanding.
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GRADE 5

In Grade 5, standards continue to lay the literacy foundations needed for mental inquiry, creating a bridge between learning to read and reading to learn. This transition emphasizes the development of literary analysis skills needed to derive written responses from diverse texts, as well as the importance of listening and speaking in response to information presented by others. As in Grade 4, the oral language, phonemic awareness, and phonological awareness headings are no longer listed. Students who still struggle with oral language, phonological awareness, and phonemic awareness should receive intervention and/or individualized instruction to close those gaps and to develop the expertise needed for reading and interpreting more complex literary works.

Within the Literacy Foundations umbrella, the focus areas of Reception and Expression continue to align with the categories of Reading, Listening, Writing, and Speaking. Content areas may not have a standard in every category. In such cases, the category remains blank with the row shaded to indicate that the omission was intentional.

The Grades 4-5 Recurring Standards for English Language Arts, shown in the chart below, are an important part of every grade level. Through these standards, students learn and practice active listening, utilize context to decipher word meanings, learn and practice essential digital skills, become adept at finding and understanding literary devices, determine the formality of different situations in order to respond appropriately, and utilize a process to create and modify written work. The recurring standards are to be incorporated throughout the grade level.

RECURRING STANDARDS FOR GRADES 4-5

Students will:

- R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
- R2. Use context clues to determine meanings of unfamiliar spoken or written words.
- R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.
- R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

R5. Identify and explain literary devices in prose and poetry.

R6. Assess the formality of occasions in order to speak or write using appropriate language and tone.

GRADE 5 CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

LITERACY FOUNDATIONS		
Phonics		
1. Apply phonics and word analysis skills to encode and decode words in grade-level texts.		
RECEPTION	READING	2. Use combined knowledge of letter-sound correspondences, appropriate blending, syllabication patterns, morphology, and word attack skills to read unfamiliar multisyllabic, grade-level words accurately in context and in isolation. 3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
	LISTENING	
EXPRESSION	WRITING	4. Write familiar and unfamiliar multisyllabic, grade-level appropriate words accurately in context and in isolation.
	SPEAKING	

Fluency		
5. Demonstrate fluency when independently reading, writing, and speaking in response to grade-level literary and informational text, including stories, dramas, poetry, and cross-curricular texts.		
RECEPTION	READING	6. Read grade-level text orally with accuracy, automaticity, appropriate prosody or expression, purpose, and understanding, self-correcting and rereading as necessary.
	LISTENING	
EXPRESSION	WRITING	7. Write routinely and independently for varied amounts of time.
	SPEAKING	8. Orally present information and original ideas clearly. 9. Express ideas clearly and effectively to diverse partners or groups. a. Pose and respond to explicit questions in ways that contribute to the discussion and elaborate on the remarks of others. b. Verbally summarize information read aloud or presented in diverse media and formats. c. Report orally on a topic or text, sequencing ideas logically and supporting main ideas with appropriate facts and relevant details. d. Speak clearly at an understandable rate. 10. Respond directly to specific information shared by others in classroom discussion, using facts to support the ideas being discussed. a. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from discussion.

Vocabulary		
11. Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies.		
RECEPTION	READING	12. Interpret the meaning of words, phrases, and patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language. a. Locate similes, metaphors, personification, hyperbole, imagery, alliteration, onomatopoeia, and idioms and interpret their meanings in context. b. Explain the meanings of common idioms, adages, and proverbs. c. Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings. d. Explain how an author’s vocabulary and style influence the tone and mood of a text and support his/her purpose for writing. e. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meanings of words.
	LISTENING	13. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
EXPRESSION	WRITING	14. Write using grade-appropriate general academic and domain-specific words and phrases accurately, including those that signal contrasting ideas, additional information, and other logical relationships.
	SPEAKING	15. Use grade-appropriate general academic and domain-specific words and phrases during presentations and discussion.

Comprehension

16. Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text.

17. Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.

Examples: theme, plot, point of view

RECEPTION	READING	18. Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence. 19. Interpret how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and point of view. 20. Explain how the author's use of character types throughout a narrative helps drive its plot. <i>Examples: static, dynamic, and stock characters</i> 21. Compare and contrast characters, points of view, or events in two or more literary texts. 22. Determine the implied and/or explicit main idea in literary and informational texts. 23. Determine and analyze themes of various culturally-diverse literary texts, supporting analysis with textual evidence. - Analyze common themes of diverse texts with support from textual evidence. - Summarize a story or drama, describing how the plot unfolds and how characters respond to challenges or change their thoughts and actions and citing textual evidence. 24. Determine and evaluate the effectiveness of digital and print text features and structures, including comparison and contrast, problem and solution, and cause and effect. - Identify various text features used in diverse forms of text. - Compare and contrast the overall structure of events, ideas, concepts, or information in multiple texts.
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		25. Determine credibility and appropriateness of a research source by distinguishing between fact and the author’s opinion in informational text. 26. Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works. a. Explain how visual and multimedia elements contribute to the overall meaning and tone of a text. b. Compare and contrast the approaches to theme in several stories within a genre. c. Locate information quickly within a text and apply information from multiple sources to analysis of the topics. d. Explain how an author uses reasons and evidence to support particular points in a text. e. Compare the approaches of several authors of articles about the same or similar topics. 27. Review the key ideas expressed in a text and draw conclusions, using facts to support them.
	LISTENING	28. Use audio and/or visual sources of information to obtain the answer to a question.
EXPRESSION	WRITING	29. Summarize in writing a variety of texts, stating their implied and/or explicit main ideas. a. Use textual evidence to support summarization. b. Cite appropriately when summarizing. 30. Quote literary and informational texts accurately to support conclusions and inferences drawn from them.
	SPEAKING	31. Include multimedia components and visual displays in presentations to enhance the development of main ideas or themes when appropriate. <i>Examples: graphics, sounds</i>

Writing		
32. Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency.		
RECEPTION	READING	
	LISTENING	
EXPRESSION	WRITING	33. Write fluently and legibly in cursive, using correctly formed letters with appropriate spacing and placing text elements correctly on the page. <i>Examples: headings, titles, paragraph indentions</i> 34. Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences. 35. Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration. 36. Write an argument to persuade the reader to take an action or adopt a position, stating a claim, supporting the claim with relevant evidence from sources, using connectives to link ideas, and presenting a strong conclusion. <i>Examples: first, as a result, therefore, in addition</i> 37. Write about research findings independently over short and/or extended periods of time. 38. Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations. a. Locate information in print and digital sources. b. Summarize, quote, and paraphrase information in notes and finished work, providing a list of sources. c. Integrate information from several texts on the same topic into presentations of research.

		39. Demonstrate command of the conventions of standard English grammar and usage in writing. a. Evaluate the usage of pronouns for the proper case. <i>Examples: subjective, objective, possessive</i> b. Identify inappropriate shifts in pronoun number and person. c. Use varied pronouns and their antecedents correctly in composing and revising writing. d. Use subject-verb agreement correctly when composing and revising writing. e. Use verb tenses to convey various times, sequences, states, and conditions. f. Recognize and correct inappropriate shifts in verb tense, including subject-verb agreement. g. Use perfect verb tenses to compose and revise writing. h. Use correlative conjunctions correctly when composing and revising writing. 40. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use commas to separate items in a series, separate introductory elements from the rest of a sentence, set off tag questions, and indicate direct address. b. Use underlining, quotation marks, or italics to indicate the titles of different types of works. c. Spell grade-level words correctly, consulting references as needed. 41. Write using grade-appropriate general academic and domain-specific words and phrases accurately, including those that signal contrasting ideas, additional information, and other logical relationships. 42. Consult print and digital reference materials to find the pronunciation and to determine or clarify the precise meaning of key words and phrases. <i>Examples: dictionaries, glossaries</i>
	SPEAKING	

GRADES 6-8 OVERVIEW

Students in the middle grades undergo physical, social, emotional, and intellectual changes that affect their daily learning experiences. Individuals progress from pre-adolescence to adolescence at vastly different rates. This process is neither sequential nor predictable and often includes periods of fluctuation between adolescence and pre-adolescence. While middle school students are sensitive to the opinions of peers, they are beginning to assert their independence when dealing with adults. Although some students are just beginning to navigate the digital world and understand their place in it, many are already proficient. Regardless of skill level, all students must continue to grow in their digital knowledge as our world continues to change.

Like students in earlier grades, middle school students engage through diverse learning styles and require differentiation in both instruction and assessment to reach their potential. They have varied interests, and their skill levels differ. Middle grades students thrive in collaborative groups, both heterogeneous and homogeneous. Heavy emphasis is placed on the sharing of ideas with supporting evidence in pairs, small groups, and in larger settings.

As they move from concrete thinking to abstract concepts, middle school students increasingly question others' messages and points of view and enhance their ability to express and justify their own. To acknowledge this transition in thinking, standards in the middle grades also transition from the earlier grades' explicit focus on building foundational literacy skills (with concurrent emphasis on reading and writing) to the application of foundational skills and knowledge to read and respond to various types of literature. Students transition to fully applying those skills in a literacy environment. The Course of Study for Grades 6-8 marks this progression by organizing standards into types of literacy (critical, digital, language, research, and vocabulary). An overarching concept at the beginning of each type focuses on its central task. These overarching concepts are the same in each grade from six through twelve.

Middle school learners are eager and filled with curiosity on a more analytical level. Thus, the world of reading expands for middle school students. Reading becomes more holistic and profound in subject matter. Sources of reading span all subject areas, cultures, and formats as students begin to recognize the interconnectedness of their world. These texts also become sources for research. Students in the middle level begin to discern the validity and credibility of information, as well as the importance of employing that discernment in today's world. Students also learn the importance of citing their sources to acknowledge the work of other academics and to build their own credibility as researchers and writers.

Writing in the middle grades becomes more rigorous as the emphasis on organization and textual evidence becomes a daily requirement. Writing is fostered and sustained by both shorter pieces of writing and longer, more challenging works. Students in Grades 6-8 hone their vocabulary literacy by paying attention to connotative meanings, understanding their audience, and expanding

their academic and domain-specific vocabulary. They also continue to develop their language and grammar skills as they review foundational knowledge and build upon it with new concepts in their writing, reading, listening, and speaking.

Grades 6-8 standards are designed to build a solid foundation as students transition to advanced competencies in Grades 9-12. The rigor and the depth of knowledge required in the standards gradually increase through the grades to prepare students for the challenges of high school work.

Notes on instruction:

When “including” appears in content standards, it should be construed as “including but not limited to.” The items listed must be taught; others may also be included in instruction.

Examples represent options that might prove useful in instruction of the standard. They are not intended to be exhaustive lists and the suggestions listed are not required to be taught.

Some standards are very close in meaning across the middle school grades. It is expected that rigor will be increased by selecting more challenging literature and requiring more advanced writing in successive grades.

Grade 6-8 Recurring Standards for English Language Arts, listed at the beginning of each grade level, are to be fully included in instruction.

GRADE 6

As students enter sixth grade, they increasingly move from concrete to abstract thinking, examine and challenge the ideas of others, and expand their ability to express and justify their own points of view. To acknowledge this transition in thinking, standards in the middle grades also transition from the earlier grades' explicit focus on building foundational literacy skills (with concurrent emphasis on reading and writing) to the application of foundational skills and knowledge to read and respond to various types of literature. The Course of Study for Grades 6-8 marks this progression by organizing standards into types of literacy (critical, digital, language, research, and vocabulary). Each literacy type is followed by an explanation of its overarching concept, which is the same in each grade from six through twelve. The categories (reading, listening, writing, and speaking) continue as in previous grades, with a standard in every category.

The Grades 6-8 Recurring Standards for English Language Arts, shown in the chart below, are an important part of every grade level. Students must utilize these necessary skills daily as they build their knowledge base, strengthen existing abilities, and strive to master each grade level's standards. These recurring standards are to be emphasized throughout the middle grades.

RECURRING STANDARDS FOR GRADES 6-8

Students will:

Reception

- R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
- R2. Use context clues to determine meanings of unfamiliar spoken or written words.

Expression

- R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.

- R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
- R5. Assess the formality of occasions in order to speak or write using appropriate language and tone.
- R6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

GRADE 6 CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

CRITICAL LITERACY

Process and employ information for a variety of academic, occupational, and personal purposes.

RECEPTION

READING

1. Identify and explain an author’s rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.
2. Make inferences and draw logical conclusions from the content and structures of informational texts, including comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing.
3. Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing.
4. Describe the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood, and indicate how they support interpretations of the text.

	LISTENING	5. Evaluate the development of central and supporting ideas in recorded or live presentations by examining the speaker’s rhetorical choices regarding point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings. 6. Support interpretations of recorded or live presentations by examining the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia.
EXPRESSION	WRITING	7. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. a. Write narratives incorporating key literary elements, including characters, plot, setting, point of view, resolution of a conflict, dialogue, and sensory details. b. Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. c. Write an argument to convince the reader to take an action or adopt a position, stating a claim and supporting the claim with relevant, well-organized evidence from credible sources.
	SPEAKING	8. Participate in collaborative discussions using information from a source. 9. Participate in collaborative discussions about literary devices and elements found in prose and poetry.

DIGITAL LITERACY		
Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.		
RECEPTION	READING	10. Determine subject, occasion, audience, purpose, tone, and credibility of digital sources. <i>Examples: online academic journals, social media, blogs, podcasts</i> 11. Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions.
	LISTENING	12. Interpret language to determine subject, occasion, audience, purpose, and credibility of digital sources, with guidance and support.
EXPRESSION	WRITING	13. Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion. <i>Examples: social media posts, blog posts, podcast episodes, infographics</i>
	SPEAKING	14. Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose. <i>Examples: speaking to defend or explain a digital poster, multimedia presentation, or video</i>

LANGUAGE LITERACY		
Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.		
RECEPTION	READING	15. Identify the conventions of standard English grammar and usage in published texts. a. Identify subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects. b. Evaluate pronoun usage for number and case. <i>Examples: subjective, objective, possessive</i> c. Identify common errors in pronoun usage. <i>Examples: person, number, ambiguous antecedents</i> 16. Identify the conventions of standard English capitalization, punctuation, and spelling in published texts. a. Identify commas, parentheses, and dashes that are used to set off nonrestrictive or parenthetical elements in texts from various genres. <i>Examples: poetry, informational texts, narratives</i>
	LISTENING	17. Assess a speaker's organizational choices to determine point of view, purpose, and effectiveness. 18. Identify a speaker's correct usage of language, including subject-verb agreement and pronouns.
EXPRESSION	WRITING	19. Demonstrate command of standard English grammar, usage, and mechanics when writing. a. Use commas, parentheses, or dashes to set off nonrestrictive or parenthetical elements. b. Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.

		<i>Standard 19 continued...</i> c. Compose and revise writing by using various pronouns and their antecedents correctly. <i>Examples: personal, intensive, reflexive, demonstrative, relative, interrogative, indefinite</i>
	SPEAKING	20. Choose language that maintains consistency in style and tone in a variety of formal and/or informal settings.

RESEARCH LITERACY

Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

RECEPTION	READING	21. Summarize ethical guidelines and explain how they govern the process of finding and recording information from primary, secondary, and digital sources, with guidance and support. 22. Assess the relevance, reliability, and validity of information from printed and/or digital texts.
	LISTENING	23. Use an audio or audio-visual source of information to obtain the answer to a question.
EXPRESSION	WRITING	24. Write about research findings independently over short and/or extended periods of time. 25. Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support. <i>Example: MLA, APA</i>
	SPEAKING	26. Utilize research findings to communicate relevant details, opinions, and ideas about a topic or text in oral presentations. a. Answer questions in discussions about their research findings.

VOCABULARY LITERACY		
Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.		
RECEPTION	READING	27. Discover word meanings by analyzing word parts, examining connotation and denotation, or using print or digital reference tools.
	LISTENING	28. Discover word meanings through active listening in various contexts. <i>Examples: classroom discussion, oral presentations, digital formats</i>
EXPRESSION	WRITING	29. Use academic vocabulary in writing to communicate effectively.
	SPEAKING	30. Use vocabulary to create specific reactions or effects when speaking in various classroom and digital situations.

GRADE 7

In seventh grade, students' ability to think abstractly increases. Seventh graders continue to examine and challenge the ideas of others and expand their ability to express and justify their own points of view. Standards in the middle grades transition from the earlier grades' explicit focus on building foundational literacy skills to the application of foundational skills and knowledge in order to read and respond to various types of literature. The Course of Study for Grades 6-8 marks this progression by organizing standards into types of literacy (critical, digital, language, research, and vocabulary) to reflect the progression of complexity from elementary to secondary content. Each literacy type is followed by an explanation of its overarching concept, which is the same in each grade from six through twelve. The categories (reading, listening, writing, and speaking) continue as in previous grades, with a standard in every category.

The Grades 6-8 Recurring Standards for English Language Arts, shown in the chart below, are an important part of every grade level. Students must utilize these necessary skills daily as they build their knowledge base, strengthen existing abilities, and strive to master each grade level's standards. These recurring standards are to be emphasized throughout the middle grades.

RECURRING STANDARDS FOR GRADES 6-8

Students will:

Reception

- R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
- R2. Use context clues to determine meanings of unfamiliar spoken or written words.

Expression

- R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.
- R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

- R5. Assess the formality of occasions in order to speak or write using appropriate language and tone.
- R6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

GRADE 7 CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

CRITICAL LITERACY		
Process and employ information for a variety of academic, occupational, and personal purposes.		
RECEPTION	READING	1. Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. 2. Evaluate how effectively an author uses structures of informational texts, including comparison and contrast, problem and solution, cause and effect, and substantiated or unsubstantiated claims and evidence, to achieve a purpose. 3. Explain how the author’s choice of setting, plot, characters, theme, conflict, dialogue, and point of view contribute to and/or enhance the meaning and purpose of prose and poetry, using textual evidence from the writing. 4. Evaluate literary devices to support interpretations of literary texts using textual evidence, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, and mood.
	LISTENING	5. Evaluate rhetorical strategies used to develop central and supporting ideas in recorded or live presentations, including point of view, purpose, comparison, categories, and word meanings (figurative, connotative, and technical).

		6. Evaluate the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in a live or recorded presentation.
EXPRESSION	WRITING	7. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. a. Write narratives to convey a series of events incorporating key literary elements, establishing a clear purpose, using narrative techniques (dialogue, pacing, description, and reflection), and sequencing events coherently (chronological and/or flashback). b. Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant. c. Write an argument to defend a position by introducing and supporting claim(s), acknowledging alternate or opposing claims, and presenting reasons and relevant text evidence from accurate and credible sources.
	SPEAKING	8. Participate in collaborative discussions about arguments by evaluating claims, findings, and evidence from a source. 9. Participate in collaborative discussions about prose and poetry by evaluating the use of literary devices and elements.

DIGITAL LITERACY

Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

RECEPTION	READING	10. Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources. <i>Examples: online academic journals, social media, blogs</i> 11. Compare and contrast the effectiveness of techniques used in a variety of digital sources to generate and answer literal, interpretive, and applied questions and create new understandings. 12. Determine the intended purposes of techniques used for rhetorical effect in multiple digital sources.
	LISTENING	13. Interpret language through active listening to determine subject, occasion, audience, purpose, tone, and credibility of digital sources.
EXPRESSION	WRITING	14. Create and edit digital products that are appropriate in subject, occasion, audience, purpose, and tone. 15. Utilize digital tools and/or products to enhance meaning. <i>Examples: hashtags, videos, slide presentations, audio clips, GIFS, memes; social media platforms</i>
	SPEAKING	16. Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone.

LANGUAGE LITERACY		
Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.		
RECEPTION	READING	17. Identify the conventions of standard English grammar and usage in writing. a. Identify subject-verb agreement with compound subjects joined by correlative and coordinating conjunctions and with collective nouns when verb form depends on the rest of the sentence. b. Identify the usage of simple, compound, complex, and compound-complex statements and questions to signal differing relationships among ideas in a text. c. Evaluate the functions of phrases and clauses in general and their function in specific sentences. 18. Identify the conventions of standard English capitalization, punctuation, and spelling in a variety of texts. a. Correct improper usage of commas, apostrophes, quotation marks, colons, and semicolons through peer editing.
	LISTENING	19. Evaluate a speaker’s organizational choices to determine point of view, purpose, and effectiveness. 20. Identify a speaker’s formality of language in order to comprehend, interpret, and respond appropriately.
EXPRESSION	WRITING	21. Create written work using standard English grammar, usage, and mechanics. a. Revise their own writing using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. b. Construct simple, compound, complex, and compound-complex sentences to represent relationships among ideas. c. Embed phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers.
	SPEAKING	22. Choose language that expresses ideas precisely and concisely.

RESEARCH LITERACY		
Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.		
RECEPTION	READING	23. Implement ethical guidelines while finding and recording information from a variety of primary, secondary, and digital sources. 24. Determine the relevance, reliability, and validity of information from nonfiction and fictional printed and/or digital texts.
	LISTENING	25. Use active listening to acquire information and assess its relevance and credibility.
EXPRESSION	WRITING	26. Produce research writings over extended periods with time for research, reflection, and revision and within shorter time frames, with minimal guidance. <i>Examples: a day or two, a single sitting</i> 27. Quote, paraphrase, summarize, and present findings, following an appropriate citation style and avoiding plagiarism. <i>Example: MLA, APA</i>
	SPEAKING	28. Incorporate research into oral presentations, summarizing and supporting opinions and ideas with relevant details. a. Collect information through the research process to answer follow-up questions and participate in discussions about their research findings.

VOCABULARY LITERACY		
Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.		
RECEPTION	READING	29. Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools. <i>Examples: affixes, Greek and Latin roots, stems; dictionary, thesaurus, glossary</i> 30. Read and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.
	LISTENING	31. Infer word meaning through active listening in various contexts for purposeful, effective communication. <i>Examples: classroom discussion, oral presentations, digital formats</i>
EXPRESSION	WRITING	32. Apply vocabulary in writing to convey and enhance meaning.
	SPEAKING	33. Select and utilize effective words and phrases that are suitable for purpose and audience to communicate clearly in a variety of situations.

GRADE 8

Standards for Grade 8 follow the format of Grades 6 and 7, with standards arranged according to types of literacy (critical, digital, language, research, and vocabulary). Each literacy type is followed by an explanation of its overarching concept, which is the same in each grade from six through twelve. The categories (reading, listening, writing, and speaking) continue as in previous grades, with a standard in every category.

The Grades 6-8 Recurring Standards for English Language Arts, shown in the chart below, are an important part of each grade level. Students must utilize these necessary skills daily as they build their knowledge base, strengthen existing abilities, and strive to master each grade level's standards. These recurring standards are to be emphasized throughout the middle grades.

RECURRING STANDARDS FOR GRADES 6-8

Students will:

Reception

- R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
- R2. Use context clues to determine meanings of unfamiliar spoken or written words.

Expression

- R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.
- R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
- R5. Assess the formality of occasions in order to speak or write using appropriate language and tone.
- R6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

GRADE 8 CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

CRITICAL LITERACY		
Process and employ information for a variety of academic, occupational, and personal purposes.		
RECEPTION	READING	1. Analyze how informational and graphic text elements, including allusions, point of view, purpose, comparisons, categories, and figurative, connotative, and technical word meanings, develop central and supporting ideas. 2. Make complex inferences from the structure and content of a text, including comparison and contrast, problem and solution, cause and effect, and substantiated and unsubstantiated claims and evidence, to draw logical conclusions about the author’s perspective. 3. Analyze how authors use key literary elements, including setting, plot, theme, characters, internal and external conflict, dialogue, and point of view, to contribute to the meaning and purpose of a text, using text evidence as support. 4. Analyze the use of literary devices, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, mood, and allusion, to support interpretations of literary texts, using textual evidence to support the analysis. 5. Compare and contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints.
	LISTENING	6. Evaluate the development of central and supporting ideas in recorded or live presentations by examining the speaker’s rhetorical strategies and choices regarding point of view, purpose, comparisons, analogies, categories, allusions, and figurative, connotative, and technical word meanings.

		7. Critique the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in a live or recorded presentation.
EXPRESSION	WRITING	8. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. a. Write narratives that establish a clear purpose, use narrative techniques, and sequence events coherently. <i>Examples: narratives - memoir, short story, personal narrative;</i> <i>techniques - dialogue, pacing, description, reflection;</i> <i>sequencing - chronological, reverse chronological, flashback</i> b. Write informative or explanatory texts to examine and convey complex ideas or processes effectively, by developing the topic with relevant information or data from credible sources and using appropriate transitions and precise vocabulary. c. Write an argument to defend a position by introducing and supporting a claim, distinguishing the claim from opposing claims, presenting counterclaims and reasons, and citing accurate, relevant textual evidence from credible sources.
	SPEAKING	9. Participate in collaborative discussions about arguments by evaluating claims, findings, reasoning, relevance, and evidence from multiple sources. 10. Engage in coherent and collaborative discussions about prose and poetry by evaluating the use of literary devices and elements.

DIGITAL LITERACY		
Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.		
RECEPTION	READING	11. Analyze digital texts to determine subject, occasion, audience, purpose, tone, and credibility.
	LISTENING	12. Interpret and evaluate language through active listening to determine subject, occasion, audience, purpose, tone, and credibility of digital sources.
EXPRESSION	WRITING	13. Create and edit digital products that are appropriate in subject, occasion, audience, point of view, purpose, and tone. 14. Utilize digital tools and/or products to enhance meaning. <i>Examples: hashtags, videos, slide presentations, audio clips, GIFS, memes, clips from social media</i>
	SPEAKING	15. Deliver ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone. <i>Examples: speaking to defend or explain a digital poster, multimedia presentation, or video on an area of interest</i>

LANGUAGE LITERACY		
Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.		
RECEPTION	READING	16. Examine the use of conventions of standard English grammar and usage in writing. - Identify gerunds, participles, infinitives, and clauses. - Analyze the effects of active and passive voice and shifts in verb tense. - Explain how using simple, compound, complex, or compound-complex statements and questions signals differing relationships among ideas in a text. 17. Examine the use of conventions of standard English capitalization, punctuation, and spelling in a variety of texts. - Correct improper usage of commas, apostrophes, quotation marks, colons, semicolons, hyphens, and dashes through peer editing.
	LISTENING	18. Analyze a speaker's formality of language in order to comprehend, interpret, and respond appropriately. <i>Examples: active/passive voice, diction, syntax</i> 19. Evaluate a speaker's rhetorical and organizational choices in order to determine point of view, purpose, and effectiveness.
EXPRESSION	WRITING	20. Produce writing that shows a command of standard English grammar, usage, and mechanics. - Construct verbals (gerunds, participles, and infinitives) in pieces of writing, including isolated sentences, paragraphs, and essays. - Compose writing using verbs in active and passive voice to establish mood. - Revise their own writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. - Construct simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. - Form and use verbs in context in the indicative, imperative, interrogative, conditional, and subjunctive moods.

		<i>Standard 20 continued...</i>
	SPEAKING	f. Recognize and correct inappropriate shifts in verb tense. 21. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

RESEARCH LITERACY

Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

RECEPTION	READING	22. Apply ethical guidelines while finding and recording information from a variety of primary, secondary, and digital sources. 23. Determine the relevance, reliability, and validity of information from nonfiction and fictional printed and/or digital texts.
	LISTENING	24. Assess the relevance and credibility of orally-presented information to answer a question, solve a problem, or defend a position.
EXPRESSION	WRITING	25. Produce research writings independently over extended periods of time which encompass research, reflection, and revision and over shorter time frames. <i>Examples: a day or two, a single sitting</i> 26. Quote, paraphrase, summarize, and present findings, following a recognized citation style and avoiding plagiarism to demonstrate responsible and ethical research practices. <i>Examples: MLA, APA</i>
	SPEAKING	27. Synthesize and present information during the research process to answer follow-up questions and participate in both informal and formal discussions about research findings with grade-appropriate command of language.

VOCABULARY LITERACY		
Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.		
RECEPTION	READING	28. Analyze word meanings through the use of word parts, context clues, connotation and denotation, and print or digital reference tools. <i>Examples: affixes, stems, Greek and Latin roots</i> 29. Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.
	LISTENING	30. Analyze and connect word meanings through active listening in various contexts for purposeful, effective communication. <i>Examples: classroom discussion, oral presentations, digital formats</i>
EXPRESSION	WRITING	31. Integrate effective vocabulary into writing to create specific effects and communicate purposefully.
	SPEAKING	32. Utilize appropriate vocabulary in various classroom, digital, and real-world situations to facilitate effective communication.

GRADES 9-12 OVERVIEW

In Grades 9-12, a rigorous and successful high school English Language Arts program challenges students to integrate literacy skills in order to complete complex tasks and create sophisticated products. While life goals differ from one student to another, it remains incumbent upon high schools to provide instruction that enables all of them to develop the skills for meeting the demands of the twenty-first century. To that end, this course of study provides standards that address literacy as the integration of skills and allow the robust exchange and application of ideas.

Literacy involves the reception and expression of ideas in many contexts for many purposes. High school students are mature learners who can proficiently read and write individually and in group settings; they are mastering abstract thought, refining self-monitoring skills, and developing listening and speaking skills so they can receive and express ideas clearly, appropriately, and productively.

Engagement with digital resources and the creation of digital products are essential for high school students. Abstract thinking allows them to discern purpose and to draw conclusions about the value of the ideas expressed and the effectiveness of the media, rhetorical, and aesthetic techniques used. At this age, students are equipped to consider and generate opposing points of view, pose questions, and make decisions about the most effective ways to present ideas. They are capable of determining the quality and credibility of sources, synthesizing information, and giving appropriate credit. Accurately conveying the ideas of others in appropriate contexts and working with others to select and present information in the most effective way are the hallmarks of skilled communicators. While working with others, students learn to accept revision and augmentation of their ideas, respond constructively to the ideas of others, and accept that not all the ideas proposed will appear in a finished product. Students advocate for their own ideas while being receptive to those of others.

The high school standards are written to encourage student access to sophisticated ideas and techniques within complex and diverse literary works. With diversity in mind, Alabama Course of Study standards emphasize the literature of varied times and places. Both ninth and tenth grade standards emphasize world literature to give students a broad and deep foundation for the primary focus on American literature in the eleventh grade and British literature in the twelfth grade. While standards for Grades 9 and 10 emphasize literature outside the United States and the British Isles, they do not preclude teaching American or British works. Local education agencies may choose to incorporate American or British works alongside those from other areas in order to create thematic units or to provide comparison and contrast among authors, literary genres and forms, subjects, points of view, purposes, or writing styles.

The literature of America before, during, and after European arrival warrants a year of specific attention because of literature's deep ties to all aspects of culture, and its study encourages a cross-curricular understanding and appreciation of qualities that distinguish

American literature specifically and American culture in general. A year of focus on the literature of the British Isles provides both a linguistic and cultural starting point that more fully contextualizes the eventual forming of the United States and informs a sophisticated understanding of the connections between American and British literature contrasted with the unique character of each.

Even though each grade level features a specific area of literary emphasis, the unequalled literary contributions of William Shakespeare justify the inclusion of study of a Shakespeare play in every year of high school. Shakespeare's dramatic works provide an unparalleled opportunity to see the interplay of sophisticated themes and masterful linguistic techniques. His plays further occupy a unique and important position as cultural and aesthetic touchstones. A Shakespeare play is required in Grade 12, and Shakespeare's poetry and plays are strongly recommended in Grades 9-11. It is also suggested that a work by another master playwright be included each year, drawing from a wide range of cultures and times from ancient Greece and Asia to the present.

Standards are designed to equip students to discern purpose (including recognizing irony and satire), understand the importance of aesthetic decisions by the author, and note how choices of syntax and diction shape and clarify meaning. Local school districts are encouraged to select a curriculum which includes challenging texts representing various time periods, places, and cultural and philosophical perspectives and to support students as they learn to adapt fluidly to multiple nonfiction, informational, and technical texts with varying degrees of complexity in order to determine purpose and use information effectively.

Finally, standards are organized under types of literacy (critical, digital, language, and research) to reflect the applications of literacy in a rapidly changing world. This format represents an effort to show that successful communication requires multifaceted receptive and expressive skills. The organizing groups are not to be construed as educational units, nor should standards only be taught within a particular focus area. Instead, the groupings illustrate the interconnected nature of all communication skills. Each heading is followed by an explanation of its overarching concept, which is the same in each grade.

Notes on instruction:

- When “including” appears in standards, it should be construed as “including but not limited to.” The items listed must be taught; others may also be included in instruction.
- Examples present options that might prove useful in instruction of the standard. They are not intended to be exhaustive lists and the suggestions listed are not required to be taught.
- When a standard specifies writing or speaking “suitable for an authentic audience,” it does not require that the writing or speech must actually be presented to such an audience.
- Some standards are very close in meaning in Grades 9 and 10 and in Grades 11 and 12. It is expected that rigor will be increased by selecting more challenging literature in successive grades.

GRADE 9

The Grades 9-12 Recurring Standards for English Language Arts, shown in the chart below, are an important part of every course. Through these recurring standards, students learn and practice active listening, read a variety of workplace and literary texts, learn and practice essential digital skills, utilize a process to create and modify written work, implement conventions of language and usage, and utilize context to decipher word meanings. The recurring standards are to be incorporated throughout the course.

RECURRING STANDARDS FOR GRADES 9-12

Students will:

Reception

R1. Read a variety of print and nonprint documents to acquire new information and respond to the needs and demands of society and the workplace.

Examples: emails, directions, diagrams, charts, other common workplace documents

R2. Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.

Examples: short and long prose texts, poetry, dramas

R3. Utilize active listening skills in formal and informal conversations, following predetermined norms.

Expression

R4. Use digital and electronic tools appropriately, safely, and ethically.

R5. Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

R6. Employ conventions of grammar, mechanics, and usage in order to communicate effectively with a target audience.

Examples: punctuation, capitalization, spelling, effective sentence structure, appropriate formality of language

R7. Use context clues to determine meanings of unfamiliar spoken or written words.

GRADE 9 CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

CRITICAL LITERACY		
Process and employ information for a variety of academic, occupational, and personal purposes.		
RECEPTION	READING	1. Read, analyze, and evaluate complex literary and informational texts written from various cultural perspectives, with an emphasis on works originating outside the United States and the British Isles through 1599. 2. Analyze information from graphic texts to draw conclusions, defend claims, and make decisions. <i>Examples: tables, graphs, charts, digital dashboards, flow charts, timelines, forms, maps, blueprints</i> 3. Analyze how an author’s cultural perspective influences style, language, and themes. 4. Analyze how authors use characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts. 5. Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole. 6. Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global points of view, not limited to the grade-level literary focus. 7. Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

	LISTENING	8. Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.
EXPRESSION	WRITING	9. Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience. <i>Examples: paragraphs, constructed responses, essays</i> a. Write a memoir, narrative essay, or personal or fictional narrative to convey a series of events, establishing a clear purpose and using narrative techniques. <i>Examples: dialogue, pacing, description, reflection</i> b. Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics. <i>Examples: relevant and sufficient facts, extended definitions, concrete details, quotations</i> c. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence, transitions, and a concluding statement or section that follows from the information presented.
	SPEAKING	10. Present research findings to a peer audience, either formally or informally, conveying credible, accurate information from multiple sources, including diverse media. 11. Participate in collaborative discussions involving multiple perspectives, responding and contributing with relevant evidence and commentary.

DIGITAL LITERACY

Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

RECEPTION	READING	12. Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
	LISTENING	13. Interpret a digital audio source to determine its subject, occasion, audience, purpose, tone, and credibility.
EXPRESSION	WRITING	14. Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
	SPEAKING	15. Create and deliver a collaborative presentation that is suitable in purpose and tone for its intended audience and occasion. <i>Examples: speaking to defend or explain a digital poster, multimedia presentation, or video in an area of interest related to college or career choices</i>

LANGUAGE LITERACY

Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

RECEPTION	READING	16. Interpret how an author's grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.
	LISTENING	17. Classify formality of language in order to comprehend, interpret, and respond appropriately.

		18. Analyze a speaker’s rhetorical, aesthetic, and organizational choices in order to determine point of view and purpose.
EXPRESSION	WRITING	19. Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure. a. Exhibit stylistic consistency in writing.
	SPEAKING	20. Adapt speech to purpose and audience in a variety of contexts and tasks, demonstrating command of formal English conventions as indicated or appropriate.

RESEARCH LITERACY

Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

RECEPTION	READING	21. Locate and determine the usefulness of relevant and credible information to answer a question, solve a problem, or defend a position. 22. Use a variety of search tools and research strategies. <i>Examples: library databases, search engines; keyword search, boolean search</i>
	LISTENING	23. Use audio sources to obtain useful and credible information to answer a question, solve a problem, or defend a position.
EXPRESSION	WRITING	24. Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose. 25. Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide. <i>Examples: MLA, APA</i>

		26. Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
	SPEAKING	27. Utilize responsible and ethical research practices to present clear, coherent products with a command of language suitable for a particular target audience and purpose.

GRADE 10

The Grades 9-12 Recurring Standards for English Language Arts, shown in the chart below, are an important part of every course. Through these recurring standards, students learn and practice active listening, read a variety of workplace and literary texts, learn and practice essential digital skills, utilize a process to create and modify written work, implement conventions of language and usage, and utilize context to decipher word meanings. The recurring standards are to be incorporated throughout the course.

RECURRING STANDARDS FOR GRADES 9-12

Students will:

Reception

R1. Read a variety of print and nonprint documents to acquire new information and respond to the needs and demands of society and the workplace.

Examples: emails, directions, diagrams, charts, other common workplace documents

R2. Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.

Examples: short and long prose texts, poetry, dramas

R3. Utilize active listening skills in formal and informal conversations, following predetermined norms.

Expression

R4. Use digital and electronic tools appropriately, safely, and ethically.

R5. Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

R6. Employ conventions of grammar, mechanics, and usage in order to communicate effectively with a target audience.

Examples: punctuation, capitalization, spelling, effective sentence structure, appropriate formality of language

R7. Use context clues to determine meanings of unfamiliar spoken or written words.

GRADE 10 CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

CRITICAL LITERACY		
Process and employ information for a variety of academic, occupational, and personal purposes.		
RECEPTION	READING	1. Read, analyze, and evaluate complex literary and informational texts written from various cultural perspectives, with an emphasis on works originating outside the United States and the British Isles from 1600 to the present. 2. Analyze and evaluate information from graphic texts to draw conclusions, defend claims, and make decisions. <i>Examples: tables, graphs, charts, digital dashboards, flow charts, timelines, forms, maps, blueprints</i> 3. Analyze how an author’s cultural perspective influences style, language, and themes. 4. Interpret an author’s use of characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts. 5. Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole. 6. Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade-level literary focus. 7. Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

	LISTENING	8. Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.
EXPRESSION	WRITING	9. Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience. <i>Examples: paragraphs, constructed responses, essays</i> a. Write a memoir, narrative essay, or personal or fictional narrative to convey a series of events, establishing a clear purpose, using narrative techniques, and sequencing events coherently. <i>Examples: dialogue, pacing, description, reflection; chronological order, reverse chronological order, flashbacks</i> b. Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics. <i>Examples: specific facts, examples, details, statistics/data, examples appropriate to the audience's knowledge of the topic</i> c. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence, appropriate transitions, and a concluding section that follows from and supports the information presented.
	SPEAKING	10. Present research findings to peers, either formally or informally, integrating credible, accurate information from multiple sources, including diverse media. 11. Participate in collaborative discussions involving multiple perspectives, responding and contributing with relevant evidence and commentary.

DIGITAL LITERACY

Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

RECEPTION	READING	12. Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.
	LISTENING	13. Interpret a digital audio source to determine subject, occasion, audience, purpose, tone, and credibility.
EXPRESSION	WRITING	14. Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.
	SPEAKING	15. Create and deliver an individual or collaborative presentation that is suitable in purpose and tone for its intended audience and occasion. <i>Examples: speaking to defend or explain a digital poster, multimedia presentation, or video in an area of interest related to college or career choices</i>

LANGUAGE LITERACY

Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

RECEPTION	READING	16. Interpret how an author's grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.
	LISTENING	17. Classify formality of language in order to comprehend, interpret, and respond appropriately.

		18. Analyze a speaker’s rhetorical, aesthetic, and organizational choices in order to determine point of view and purpose. <i>Examples: Analyze Mahatma Gandhi’s “Quit India” speech.</i> <i>Analyze “The Appeal of 18 June” by Charles de Gaulle.</i>
EXPRESSION	WRITING	19. Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure. a. Exhibit stylistic consistency in writing.
	SPEAKING	20. Adapt speech to purpose and audience in a variety of contexts and tasks, demonstrating command of formal English conventions when indicated or appropriate.

RESEARCH LITERACY

Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

RECEPTION	READING	21. Locate and determine the usefulness of relevant and credible information to answer a question, solve a problem, or defend a position. 22. Use a variety of search tools and research strategies to locate credible sources. <i>Examples: library databases, search engines; keyword search, boolean search</i>
	LISTENING	23. Use audio sources to obtain useful and credible information to answer a question, solve a problem, or defend a position.
EXPRESSION	WRITING	24. Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose. 25. Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide. <i>Examples: MLA, APA</i>

		26. Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
	SPEAKING	27. Utilize responsible and ethical research practices to present clear, coherent products with a command of language suitable for a target audience and purpose.

GRADE 11

The Grades 9-12 Recurring Standards for English Language Arts, shown in the chart below, are an important part of every course. Through these recurring standards, students learn and practice active listening, read a variety of workplace and literary texts, learn and practice essential digital skills, utilize a process to create and modify written work, implement conventions of language and usage, and utilize context to decipher word meanings. The recurring standards are to be incorporated throughout the course.

RECURRING STANDARDS FOR GRADES 9-12

Students will:

Reception

- R1. Read a variety of print and nonprint documents to acquire new information and respond to the needs and demands of society and the workplace.
Examples: emails, directions, diagrams, charts, other common workplace documents
- R2. Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
Examples: short and long prose texts, poetry, dramas
- R3. Utilize active listening skills in formal and informal conversations, following predetermined norms.

Expression

- R4. Use digital and electronic tools appropriately, safely, and ethically.
- R5. Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
- R6. Employ conventions of grammar, mechanics, and usage in order to communicate effectively with a target audience.
Examples: punctuation, capitalization, spelling, effective sentence structure, appropriate formality of language
- R7. Use context clues to determine meanings of unfamiliar spoken or written words.

GRADE 11 CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

CRITICAL LITERACY		
Process and employ information for a variety of academic, occupational, and personal purposes.		
RECEPTION	READING	1. Read, analyze, and evaluate complex literary and informational texts written from various points of view and cultural perspectives, with an emphasis on works of American literature. 2. Synthesize information from two or more graphic texts to draw conclusions, defend claims, and make decisions. <i>Examples: tables, graphs, charts, digital dashboards, flow charts, timelines, forms, maps, blueprints</i> 3. Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning. 4. Analyze how an author uses characterization, figurative language, literary elements, and point of view to create and convey meaning. 5. Evaluate structural and organizational details in literary, nonfiction/informational, digital, and multimodal texts to determine how genre supports the author's purpose. 6. Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose. 7. Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade level literary focus.

		8. Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information. 9. Follow instructions in technical materials to complete a specific task. <i>Example: Read and follow instructions for formatting a document.</i>
	LISTENING	10. Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.
EXPRESSION	WRITING	11. Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language. <i>Examples: paragraphs, constructed responses, essays</i> a. Incorporate narrative techniques in other modes of writing as appropriate. <i>Examples: flashback, anecdote, foreshadowing, story-telling, sensory details, character development</i> b. Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure. c. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text. 12. Collaborate on writing tasks in diverse groups, making necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and showing respect for the individual contributions of each group member.

	SPEAKING	13. Synthesize multiple sources of information (including diverse media), evaluate the credibility and accuracy of each source, and share information orally. 14. Participate in collaborative discussions involving multiple cultural and literary perspectives, responding to, contributing to, building upon, and questioning the ideas of others with relevant, appropriate evidence and commentary.
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DIGITAL LITERACY

Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

RECEPTION	READING	15. Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
	LISTENING	16. Analyze elements of audible communications and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility of digital sources. <i>Examples: words, music, sound effects</i>
EXPRESSION	WRITING	17. Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
	SPEAKING	18. Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion. <i>Examples: speaking to defend or explain a digital poster, multimedia presentation, or video in an area of interest related to college or career choices.</i>

LANGUAGE LITERACY		
Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.		
RECEPTION	READING	19. Interpret how an author’s grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.
	LISTENING	20. Analyze the formality of language in a variety of audible sources in order to comprehend, interpret, and respond appropriately. 21. Analyze a speaker’s rhetorical, aesthetic, and organizational choices in order to determine point of view, purpose, and effectiveness.
EXPRESSION	WRITING	22. Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience. a. Exhibit stylistic complexity and sophistication in writing.
	SPEAKING	23. Deliver a speech suitable for an authentic audience for a specific purpose, demonstrating command of formal English when indicated or appropriate. <i>Examples: student-led conference, public meeting, community-based group</i>

RESEARCH LITERACY

Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

RECEPTION	READING	24. Evaluate the credibility of sources in terms of authority, relevance, accuracy, and purpose. a. Assess the usefulness of written information to answer a research question, solve a problem, or take a position. 25. Use a variety of search tools and research strategies to locate credible sources. <i>Examples: library databases, search engines; keyword search, boolean search</i>
	LISTENING	26. Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.
EXPRESSION	WRITING	27. Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose. 28. Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide. <i>Examples: MLA, APA</i> 29. Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
	SPEAKING	30. Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

GRADE 12

The Recurring Standards for English Language Arts, shown in the chart below, are an important part of every course. Through these recurring standards, students learn and practice active listening, read a variety of workplace and literary texts, learn and practice essential digital skills, utilize a process to create and modify written work, implement conventions of language and usage, and utilize context to decipher word meanings. The recurring standards are to be incorporated throughout the course.

RECURRING STANDARDS FOR GRADES 9-12

Students will:

Reception

R1. Read a variety of print and nonprint documents to acquire new information and respond to the needs and demands of society and the workplace.

Examples: emails, directions, diagrams, charts, and other common workplace documents.

R2. Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.

Examples: short and long prose texts, poetry, and dramas.

R3. Utilize active listening skills in formal and informal conversations, following predetermined norms.

Expression

R4. Use digital and electronic tools appropriately, safely, and ethically.

R5. Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

R6. Employ conventions of grammar, mechanics, and usage in order to communicate effectively with a target audience.

Examples: punctuation, capitalization, spelling, effective sentence structure, and appropriate formality of language.

R7. Use context clues to determine meanings of unfamiliar spoken or written words.

GRADE 12 CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

CRITICAL LITERACY		
Process and employ information for a variety of academic, occupational, and personal purposes.		
RECEPTION	READING	1. Read, analyze, and evaluate complex literary and historical texts written from particular points of view or cultural experiences, with an emphasis on works of literature from the British Isles. a. Read, analyze, and evaluate a play by William Shakespeare, including an examination of its contributions to the English language and its influences on other works of literature. 2. Synthesize information from two or more graphic texts to draw conclusions, defend claims, and make decisions. <i>Examples: tables, graphs, charts, digital dashboards, flow charts, timelines, forms, maps, blueprints</i> 3. Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning. 4. Evaluate an author’s use of characterization, figurative language, literary elements, and point of view to create and convey meaning. 5. Evaluate structural and organizational details in texts to determine the author's purpose, including cases in which the meaning is ironic or satirical. 6. Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose. 7. Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade level literary focus.

		8. Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information. 9. Follow instructions in technical materials to complete a specific task. <i>Example: Read and follow instructions for formatting a document.</i>
	LISTENING	10. Determine through active listening the purpose, credibility, and effectiveness of a speaker or multiple sources of information by evaluating tone, organization, content, and verbal and non-verbal cues and identifying any fallacious reasoning or distorted evidence.
EXPRESSION	WRITING	11. Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language. a. Incorporate narrative techniques into other modes of writing as appropriate. <i>Examples: flashback, anecdote, foreshadowing, story-telling, sensory details, character development</i> b. Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style. c. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text. 12. Within diverse and collaborative writing groups, effectively and respectfully demonstrate a willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and consider contributions made by each group member.

	SPEAKING	13. Evaluate the credibility and accuracy of sources from diverse media and/or formats and then use multiple suitable sources of information to develop an idea or further a position. 14. Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
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DIGITAL LITERACY

Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

RECEPTION	READING	15. Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
	LISTENING	16. Analyze elements of audible communications and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility of digital sources. <i>Examples: words, music, sound effects</i>
EXPRESSION	WRITING	17. Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
	SPEAKING	18. Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion. <i>Examples: speaking to defend or explain a digital poster, multimedia presentation, or video in an area of interest related to college or career choices</i>

LANGUAGE LITERACY		
Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.		
RECEPTION	READING	19. Interpret how an author’s grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.
	LISTENING	20. Evaluate the formality of language in a variety of audible sources to comprehend, interpret, and respond appropriately. 21. Analyze a speaker’s rhetorical, aesthetic, and organizational choices in order to determine point of view, purpose, and effectiveness.
EXPRESSION	WRITING	22. Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience. a. Exhibit stylistic complexity, sophistication, and consistency in writing.
	SPEAKING	23. Deliver a speech suitable for a professional audience of college and/or workforce stakeholders for a specific purpose, demonstrating command of formal English.

RESEARCH LITERACY

Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

RECEPTION	READING	24. Evaluate the credibility of sources in terms of authority, relevance, accuracy, and purpose. a. Assess the usefulness of written information to answer a research question, solve a problem, or take a position. 25. Use a variety of search tools and research strategies to locate and acquire credible, relevant, and useful information. <i>Examples: library databases, search engines; keyword search, boolean search</i>
	LISTENING	26. Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.
EXPRESSION	WRITING	27. Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose. 28. Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide. <i>Examples: MLA, APA</i> 29. Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
	SPEAKING	30. Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

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