Kindergarten Reading Standards for Literature

Key Ideas and Details
1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure
4. Ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).
6. With prompting and support, name the author and illustrator of a text and define the role of each in telling the story.

Integration of Knowledge and Ideas
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity
10. Actively engage in group reading activities with purpose and understanding.

Kindergarten Reading Standards for Informational Text

Key Ideas and Details
1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and restate key details of a text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure
4. With prompting and support, ask and answer questions about unknown words in a text.
5. Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea is the text an illustration depicts).
8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity
10. Actively engage in group reading activities with purpose and understanding.

Reading Standards: Foundational Skills

Print Concepts
1. Demonstrate understanding of the organization and basic features of print.
   a. Follow words from left to right, top to bottom, and page by page.
   b. Recognize that spoken words are represented in written language by specific sequences of letters.
   c. Understand that words are separated by spaces in print.
   d. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   a. Recognize and produce rhyming words.
   b. Count, pronounce, blend, and segment syllables in spoken words.
   c. Blend and segment onsets and rimes of single-syllable spoken words.
   d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-syllable words (e.g., connect /kla crank/).
   e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
   b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
   c. Read common high-frequency words orally by sight (e.g., the, of, to, you, she, is, are, do, does).
   d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency
4. Read emergent-reader texts with purpose and understanding.

Writing Standards

Text Types and Purposes
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is .).
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing
4. (Beginns in grade 3)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Read and Present Knowledge
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)

Range of Writing
10. (Begins in grade 3)

Speaking and Listening

Comprehension and Collaboration
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
   a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
   b. Continue a conversation through multiple exchanges.
   c. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
   d. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Print many upper- and lowercase letters.
   b. Use frequently occurring nouns and verbs.
   c. Form regular plural nouns by adding /s/ or /es/ (e.g., dogs; wish, wishes).
   d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language
3. (Begins in grade 2)

Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
   a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
   b. Use the most frequently occurring inflections and affixes (e.g., -ed, -es, -ing) as a clue to the meaning of an unknown word.

5. With guidance and support from adults, explore word relationships and nuances in word meanings.
   a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
   b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
   c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
   d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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10. With prompting and support, read informational texts appropriately.

Range of Reading and Level of Text Complexity

8. Identify the reasons an author gives to support points in a text.

3. Describe the connection between two individuals, events, ideas, or objects.

Key Ideas and Details

1. Ask and answer questions about key details in a text.

 Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   a. Distinguish long from short vowel sounds in spoken single-syllable words.
   b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
   c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
   d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Know the spelling-sound correspondences for common vowel, consonant digraphs.
   b. Decode regularly spelled one-syllable words.
   c. Know final -e and common vowel team conventions for representing long vowel sounds.
   d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
   e. Decode two-syllable words following basic patterns by breaking the words into syllables.
   f. Read words with inflectional endings.
   g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
   a. Read on-level text with purpose and understanding.
   b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING STANDARDS

Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing

4. (Begins in grade 3)

5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

9. (Begins in grade 4)

Range of Writing

10. (Begins in grade 3)

Speaking and Listening

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers in small and larger groups.
   a. Follow agreed-upon rules for discussions (e.g., listen to others, ask an estimate, combining a topic at the time of topics and texts under discussion).
   b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
   c. Ask questions to clear up any confusion about the topics and texts under discussion.
   d. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
   e. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

2. Describe people, places, things, events, and things with relevant details, expressing ideas and feelings clearly.

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

4. Produce complete sentences when appropriate to task and situation.

(See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)

LANGUAGE

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Print all upper- and lowercase letters.
   b. Use common, proper, and possessive nouns.
   c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
   d. Use personal, possessive, and indefinite pronouns (e.g., I, me; my, them; their; anyone, everything).
   e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
   f. Use frequently occurring adjectives.
   g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
   h. Use determiners (e.g., articles, demonstratives).
   i. Use frequently occurring prepositions (e.g., during, beyond, toward).
   j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize dates and names of people.
   b. End punctuation for sentences.
   c. Use commas in dates and to separate single words in a series.

3. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

4. Spell words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language

3. (Begins in grade 2)

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
   a. Use sentence-level context as a clue to the meaning of a word or phrase.
   b. Use frequently occurring affixes as a clue to the meaning of a word.
   c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
   a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
   b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
   c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
   d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
2ND GRADE

READING STANDARDS FOR LITERATURE

Key Ideas and Details
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.

Craft and Structure
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, purpose.
8. (Not applicable to literature)
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING STANDARDS: FOUNDATIONAL SKILLS

Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
   b. Know spelling-sound correspondences for additional common vowel teams.
   c. Decode regularly spelled two-syllable words with long vowels.
   d. Decode words with common prefixes and suffixes.
   e. Identify words with inconsistent but common spelling-sound correspondences.
   f. Recognize and read grade-appropriate irregularly spelled words.

Fluency
4. Read with sufficient accuracy and fluency to support comprehension.
   a. Read on-level text with purpose and understanding.
   b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
   c. Use context to confirm or self-correct word recognition and understanding, reading as necessary.

WRITING STANDARD

Text Types and Purposes
1. Write opinion pieces in which they introduce their topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinions and reasons, and provide a concluding statement or section.
2. Write informative/explanatory texts in which they introduce a topic, include relevant, descriptive details, speak audibly in coherent sentences.
3. Write narratives in which they recount a well-elaborated event or short sequence of events, focus on a particular point or relevant, descriptive details, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing
4. (Begins in grade 3)
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge
7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
8. Recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)

Range of Writing
10. (Begins in grade 3)

SPEAKING AND LISTENING

Comprehension and Collaboration
1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
   a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
   b. Build on others’ talk in conversations by linking their comments to the remarks of others.
   c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
   2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
   3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas
4. Tell or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
5. Create audio recordings of stories or poetry, add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
6. Produce complete sentences when appropriate to task and situation in order to provide requested details or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

LANGUAGE

Conventions of Standard English
1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize holidays, product names, and geographic names.
   b. Use commas in greetings and closings of letters.
   c. Use an apostrophe to form contractions and frequently occurring possessives.
   d. Generalize learned spelling patterns when writing words (e.g., cage → cag[e] → cage; boy → bog, boy → bug).
   e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Compare formal and informal uses of English.

Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
   a. Use sentence-level context as a clue to the meaning of a word or phrase.
   b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., unhappy, unhappy, tell/tell).
   c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
   d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
   e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Demonstrate understanding of word relationships and nuances in word meanings.
   a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
   b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
   c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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3RD GRADE

READING STANDARDS LITERATURE

Key Ideas and Details
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Recount stories, including tables, facts, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
6. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas
7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in the text (e.g., create mood, emphasize aspects of a character or setting).
8. (Not applicable to literature)
9. Compare and contrast the themes, settings, and plots of stories written by the same author or about similar characters (e.g., in books from a series).

Range of Reading and Level of Text Complexity
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

READING STANDARDS: FOUNDATIONAL SKILLS

Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Identify and know the meaning of the most common prefixes and derivational suffixes.
   b. Decode words with common Latin suffixes.
   c. Decode multi-syllable words.
   d. Read grade-appropriate irregularly spelled words.

Fluency
4. Read with sufficient accuracy and fluency to support comprehension.
   a. Read on-level text with purpose and understanding.
   b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
   c. Use context to confirm or self-correct word recognition and understanding, reading as necessary.

WRITING STANDARDS

Text Types and Purposes
1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
   a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
   b. Provide reasons that are supported by facts, definitions, and details.
   c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
   d. Provide a concluding statement or section.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   a. Introduce a topic or group related information together; include illustrations when useful to aiding comprehension.
   b. Develop the topic with facts, definitions, and details.
   c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
   d. Provide a concluding statement or section.

3. Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
   a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
   b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
   c. Use temporal words and phrases to signal event order.
   d. Provide a sense of closure.

Production and Distribution of Writing
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task purpose.

   (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 26.)

6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and respond in socially appropriate ways.

Research to Build and Present Knowledge
7. Conduct short research projects that build knowledge about a topic.

8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

   (Begins in grade 4)

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discourse-specific tasks, purposes, and audiences.

SPEAKING AND LISTENING

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

   a. Come to discussions prepared, having read or studied required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
   b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
   c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
   d. Explain their own ideas clearly and persuasively in both writing and speaking.
   e. Support ideas and opinions with evidence and examples.

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

3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

LANGUAGE STANDARDS

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

   a. Capitalize appropriate words in titles.
   b. Use commas in addresses.
   c. Use commas and quotation marks in dialogue.
   d. Form and use possessives.
   e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
   f. Use spelling patterns and generalizations (e.g., word families, positional-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
   g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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

   a. Choose words and phrases for effect.*
   b. Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

   a. Use sentence-level context as a clue to the meaning of a word or phrase.
   b. Determine the meaning of the new word formed when a known affix is added to a known root word (e.g., un-, re-, dis-)
   c. Form and use common, basic affixes (e.g., antecedent) correctly.
   d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
   e. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
   f. Demonstrate understanding of word relationships and nuances in word meanings.

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

6. Acquire and use accurately grade-appropriate conventional, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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4TH GRADE

READING STANDARDS LITERATURE

Key Ideas
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme or a story, drama, or poem from details in the text; summarize the text.
3. Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

Craft and Structure
4. Determine the meaning of words and phrases as they are used in a text, including those that allude to specific characters found in mythology (e.g., Heracles).
5. Explain major differences between poems, drama, and prose, and refer to the structural elements (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when reading or speaking about a text.

6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narration.

Integration of Knowledge and Ideas
7. Make connections between the text of a story, or drama, and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
8. (Not applicable to literature)

9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil or the concept of a satisfying ending (e.g., the quest)) in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity
10. By the end of the year, read and comprehend literature, including stories, myths, and traditional literature from different cultures.

READING STANDARDS: FOUNDATIONAL SKILLS

Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words.
4. Use combined knowledge of language-based morphological correspondences, syllabification patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency
4. Read with sufficient accuracy and fluency to support comprehension.
5. Read on-level text with purpose and understanding.
6. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
7. Use context to confirm or self-correct word recognition and understanding, remediating as needed.

WRITING STANDARDS

Text Types and Purposes
1. Write opinion pieces on topics or texts, supporting point of view with reasons and evidence.
2. Use appropriate headings when writing on successive readings.
3. Provide reasons that are supported by facts and details.
4. Link opinion pieces, including the difference between first- and third-person narration.

Integration of Knowledge and Ideas
5. Make connections between the text of a story, or drama, and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
6. Explain how an author uses reasons and evidence to support particular points.

Presentation of Knowledge and Ideas
7. Report on a topic or tell a story, recount an experience in an organized manner, using appropriate rules for descriptive language, and providing details to support main ideas or themes, speaking clearly at an understandable pace.
8. Use audio recordings and visual displays to present information when appropriate to enhance the development of main ideas or themes.
9. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group conversations), use formal English when appropriate to task and situation. (See grade 4 Language standards on pages 28 and 29 for specific expectations.)

LANGUAGE

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Use pronouns, adjectives, and other modifiers appropriately when writing or speaking.
3. Use verbs with nouns that are appropriate general and domain–specific words and phrases, including informal and familiar words (e.g., being "quizzed, whined, stammered") and that are basic to a particular topic (e.g., "forest, wilderness", "fire," "aerospace") and that are basic to a particular topic (e.g., "forest, wilderness", "fire," "aerospace") and that are basic to a particular topic (e.g., "forest, wilderness", "fire," "aerospace").

Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases through careful consideration of context.

Speaking and Listening

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

2. Given a range of discourse markers (e.g., citations, synopses, summaries), organize an event sequence that unfolds naturally.

3. Use appropriate general and domain–specific words and phrases, including informal and familiar words (e.g., being "quizzed, whined, stammered") and that are basic to a particular topic (e.g., "forest, wilderness", "fire," "aerospace") and that are basic to a particular topic (e.g., "forest, wilderness", "fire," "aerospace").

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5TH GRADE

READING STANDARDS LITERATURE

Key Ideas and Details
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme or a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or to opportunities in the story, drama, or poem.
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5. Explain how an author uses visual and multimedia elements to convey meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

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

Range of Reading and Level of Text Complexity
7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem.

READING STANDARDS: FOUNDATIONAL SKILLS

Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Use knowledge of letter-sound correspondences, syllabication patterns, and morphological (e.g., roots and affixes) information to read accurately, efficiently, and flexibly.
   b. Use knowledge of roots and affixes to identify word meanings in context.

Fluency
4. Read with sufficient accuracy and fluency to support comprehension.
   a. Read on-level text with purpose and understanding.
   b. Read aloud, aurally or visually, poetry and prose with accuracy and expression.

Writing Standards
Texts and Purposes
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
   a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
   b. Use linking words and phrases (e.g., because, in addition) to connect ideas within and across sentences and provide a logical progression of ideas and explanation to the reader.
   c. Provide a concluding statement or section related to the opinion presented.

WRITING STANDARDS

Fluency
1. Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
   a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
   b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
   c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
   d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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

Research to Build and Present Knowledge
7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Speaking and Listening
Comprehension and Collaboration
1. Engage in cooperative discussions with diverse pathways and approaches on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

Vocabulary Acquisition and Use
4. Determine or clarify the unknown meaning of multiple-meaning or multiple-choice words and phrases and determine or clarify the unknown meaning of multiple-meaning or multiple-choice words and phrases on grade 5 reading and content, choosing flexibly from a range of strategies:

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

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for communication with peers and adults about what they have learned in various content areas.

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
   b. Form and use the proper form of a noun’s plural (e.g., I had, I have; I will have) (e.g., I have walked) verb tense.
   c. Use verb tense to convey various times, sequences, states, and conditions.
   d. Recognize and correct inappropriate shifts in verb tense.*
   e. Use correlative conjunctions (e.g., either/or, neither/nor).

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Use punctuation to separate items in a series.*
   b. Use a comma to separate an introductory element from the rest of the sentence.
   c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., ‘It’s true, isn’t it?’), and to indicate direct address (e.g., “Is that you, Steve?”).
   d. Use underlining, quotation marks, or italics to indicate titles of works.
   e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language
1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
   b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

2. Analyze the different combinations and uses of sounds and conventional patterns in English (e.g., syllable division; reduplication; consonant, vowel, and stress patterns) that create meaning distinctions in multi-meaning words and phrases.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
   b. Provide logically ordered reasons that are supported by facts and details.

4. Report on a topic or text or present an opinion, sequenced according to appropriate general academic and domain-specific knowledge and ideas.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figurative language, including similes and metaphors, in context.
   b. Recognize and explain the meaning of common idioms, adages, and proverbs.
   c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for communication with peers and adults about what they have learned in various content areas.

7. Use grade-appropriate connotations, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
   a. Explain the function of phrases and clauses in general and in their function in specific sentences.  
   b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.  
   c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.  
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
   a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wrote an (un) [green] shirt).  
   b. Spell correctly.  
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
   a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.  
4. Review and edit content, organization, and delivery of a speech to improve the impact of the words.  
   a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE 8

READINGS STANDARDS FOR LITERATURE

Key Ideas and Details
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to characters, setting, and plot.
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provide a definition.

Craft and Structure
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6. Analyze how differences in the points of view and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Integration of Knowledge and Ideas
7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
8. (Not applicable to literature)
9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Range of Reading and Level of Text Complexity
10. By the end of the year, read and comprehend literary nonfiction on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

READING STANDARDS: INFORMATIONAL TEXT

Key Ideas and Details
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Craft and Structure
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Text Types and Purposes
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and reframing a key concept.
6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas
7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Range of Reading and Level of Text Complexity
9. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach. Focus on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)
10. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge
11. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional, focused questions that allow for multiple avenues of exploration.
12. Gather relevant information from multiple print and digital sources, using search terms effectively and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
13. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Writing Standards
1. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
2. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of disciplinary and non-disciplinary tasks, purposes, and audiences.

Speaking and Listening Standards

Comprehension and Collaboration
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
2. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
3. Follow rules for collaborative discussions and decision-making, tracking progress toward specific goals and deadlines, and defining individual roles as needed.
4. Pose questions that encourage the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
5. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Presentation of Knowledge and Ideas
6. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
7. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
8. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 2 on page 52 for specific expectations.)

LANGUAGE STANDARDS

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Use verbs in the active and passive voice.
3. Use words and phrases to contribute to a sense of rhythm or meaning.
4. Use appropriate and varied transitions to connect ideas in a clear and logical way, with a strong sense of unity and coherence.

Vocabulary Acquisition and Use
5. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
6. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
7. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Ways of Using Language
8. Use words and phrases to contribute to a sense of rhythm or meaning.
9. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
10. Use vocabulary acquisition and use in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Comprehension and Collaboration
11. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
12. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
13. Follow rules for collaborative discussions and decision-making, tracking progress toward specific goals and deadlines, and defining individual roles as needed.
14. Pose questions that encourage the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
15. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
16. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
17. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
18. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 2 on page 52 for specific expectations.)
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s Letter from Birmingham Jail), including how they relate to themes and concepts.  

Range of Reading and Level of Text Complexity  
10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction, including literature, drama, and poetry, in the grades 9–10 text complexity band independently and proficiently.

WRITING STANDARDS  
Text Types and Purposes  
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, sound analysis, and clear and engaging language. 
   a. Introduce precise claims, distinguish the claim(s) from alternative or opposing claims, and create an organization that plainly anticipates the audience’s knowledge level and concerns. 
   b. Use variety of sentence types to add needed emphasis and tonal shifts. 
   c. Develop claim(s) and counterclaims fairly, supply evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. 
   d. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaim(s). 
   e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 
   a. Introduce a topic, organize complex ideas, concepts, and information, and analyze material in a clear, logical manner. 
   b. Develop the topic with relevant, sufficient evidence, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. 
   c. Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. 
3. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 
   a. Introduce a topic, organize complex ideas, concepts, and information, and analyze material in a clear, logical manner. 
   b. Develop the topic with relevant, sufficient evidence, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. 
   c. Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. 
4. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 
   a. Introduce a topic, organize complex ideas, concepts, and information, and analyze material in a clear, logical manner. 
   b. Develop the topic with relevant, sufficient evidence, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. 
   c. Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. 
5. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 
   a. Introduce a topic, organize complex ideas, concepts, and information, and analyze material in a clear, logical manner. 
   b. Develop the topic with relevant, sufficient evidence, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. 
   c. Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. 
6. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 
   a. Introduce a topic, organize complex ideas, concepts, and information, and analyze material in a clear, logical manner. 
   b. Develop the topic with relevant, sufficient evidence, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. 
   c. Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. 
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by examining multiple sources and using complex evidence. 
8. Gather relevant information from multiple authoritative print and digital sources, using advancedijo search tools to effectively assess the usefulness of each source in answering the research question, integrate the information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. 
9. Use information from several sources effectively to synthesize, analyze, and research. 
   a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author’s point of view and the circumstances in which the story is told about the United States in the era of Reconstruction shape meaning and tone”). 
   b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Outline and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence and reasons are sufficient and relevant; identify false claims and fallacies reasoning.”) 
   c. Apply grades 9–10 Reading standards to literature (e.g., “The central idea of a text and the manner in which it is conveyed are influenced by the author’s purpose and point of view.”) 
   d. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Determine the significance of the topic”). 
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING STANDARDS  
Comprehension and Collaboration  
1. Initiate and participate effectively in a range of collaborative discussions (revo-on-one, in groups, in pairs); connecting their own ideas to those of others; summing up others’ ideas; and concluding discussions. 
   a. Come to discussions prepared, having read and researched material under study, and to analyze what is read and heard from a variety of sources. 
   b. Ask and answer questions to analyze material presented, including visual, technical information or evidence, or both. 
   c. Evaluate the conclusion drawn on the basis of the data presented, including the effectiveness of the arguments and the accuracy of the claims made. 
2. Develop claim(s) and counterclaims fairly, supplying reasons and evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. 
   a. Introduce precise claim(s), distinguish the claim(s) from alternative or opposing claim(s), and create an organization that plainly anticipates the audience’s knowledge level and concerns. 
   b. Use relevant reasons and evidence fairly, supplying reasons and evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. 
   c. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 
   d. Use knowledge from several sources effectively to synthesize, analyze, and research. 
   a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author’s point of view and the circumstances in which the story is told about the United States in the era of Reconstruction shape meaning and tone”). 
   b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Outline and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence and reasons are sufficient and relevant; identify false claims and fallacies reasoning.”) 
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or weak evidence. 
   a. Introduce precise claim(s) and analyze the argument, including implications for the audience’s knowledge level and concerns. 
   b. Use knowledge from several sources effectively to synthesize, analyze, and research. 
   a. Apply grades 9–10 Reading standards to literature (e.g., “The central idea of a text and the manner in which it is conveyed are influenced by the author’s purpose and point of view.”) 
   b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Determine the significance of the topic”). 
4. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 2, pages 54.)
5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas
7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded live or performed) or multiple accounts of the same period or topic (e.g., historical accounts, works of fiction, early biographical information) by determining the author’s choices concerning such aspects as point of view, representation, and treatment of primary or secondary sources.

8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, premises, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

9. Analyze analyses, eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

10. Write routinely over extended time frames (time for revision, reflection, and revision) and shorter time frames (single sitting or a day or two) for a range of tasks.

Comprehension and Collaboration
11. Reflect on and draw from personal experience to enhance or extend understanding of key concepts and ideas.

12. Use personal and professional knowledge and research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject; demonstrate understanding of the subject under investigation.

13. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively to assess the strengths and limitations of each source in context and use the integrated knowledge in the text coherently to support a complex account or analysis, placing one’s work in a larger context (e.g., a thesis or a topic) or providing a critical evaluation of the source.

Speaking and Listening Standards
1. Prepare and deliver multistage presentations, taking into account the complexity of specific tasks and audience.

2. Initiate and sustain effective dialogue by clarifying or responding to comments, questions, or feedback appropriately.

3. Use media and visual, oral, and interactive elements to enhance understanding of key concepts and ideas, and to inform, persuade, and engage.

4. Evaluate the effectiveness of a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone.

Presentation of Knowledge and Ideas
5. Establish and maintain a formal or conversational style and appropriate tone while attending to the purpose, audience, and a range of time frames listed.

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 4 for a complete list of specific expectations.)