2010 to 2020 Wisconsin's Standards for English Language Arts Comparison

This document compares the 2010 and 2020 Wisconsin Standards for English Language Arts by showing word-level changes in grade-level standards. It is intended to be used as a scaffold beside existing curriculum to determine where revisions may need to be made to ensure curriculum is aligned with the most recent version (2020) of *Wisconsin's Standards for English Language Arts.*

This document is not meant to build understanding of the revisions made to the 2020 standards. Instead, educators should see the brief professional learning modules designed to develop understanding of the 2020 standards found at https://dpi.wi.gov/ela/standards/standardsmodules.

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Reading Foundational Skills, 2010 Standards compared to 2020 Revisions

This document is intended to be used beside existing curriculum to determine where revisions may need to be made to ensure curriculum is aligned with the most recent version (2020) of *Wisconsin's Standards for English Language Arts*.

For each section of the standards, the first row of each page shows the 2020 standard; each is labeled as "2020 Standard". The second row shows the corresponding 2010 standard (or standards); each is labeled as "2010 Standard".

- Red font in the 2020 standard indicates that a change was made.

- Strikethrough in the 2010 standard indicates that content was removed entirely.

- Underlining is used to show how a standard changes between grade-levels; underlining is included only on the 2020 standard.

For Reading Foundational Skills, the following revisions were made (in addition to revisions in the language of the grade-level standards):

- The following statement is included in the Foreword (p. iii)

  - "Wisconsin's youngest students will learn reading foundational skills - including developing an understanding of phonics through explicit, systematic instruction - in order to comprehend and create text."

- The location of the standards for reading foundational skills was changed. The reading foundational skills standards now appear at the beginning of the standards document, just before the reading standards. Previously, the reading foundational skills standards appeared at the end of the K - 5 reading standards.

- The appendix information about foundational skills was strengthened. The 2020 appendix contains all information from the 2010 appendix with updates, including a definition of fluency and explanation of the relationship between encoding and decoding.

Print Concepts - Kindergarten	Print Concepts - Grade 1

2020 Standard
 	
RF.K.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 spoken words are represented in written language by specific sequences of letters.
 	
   c. Understand words are separated by spaces in print.
 	
   d. Recognize and name all upper- and lowercase letters of the alphabet.
	2020 Standard
	
	RF.1.1 Demonstrate understanding of the organization and basic features of print.
	
	   a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
	
	Note: This standard ends in grade 1.

2010 Standard
 	
RF.K.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.
	2010 Standard
	
	RF 1.1 Demonstrate understanding of the organization and basic features of print.
	
	   a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness - Kindergarten	Phonological Awareness - Grade 1	Phonological Awareness - Grade 2

2020 Standard
 	
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 	
  a. <u>Recognize and produce rhyming words.</u>
 	
  b. <u>Count, pronounce, blend, and segment syllables in spoken words.</u>
 	
  c. <u>Blend and segment onsets and rimes of single-syllable spoken words.</u>
 	
  d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in <u>three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</u>
 	
  e. Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
	2020 Standard
	
	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	
	  a. <u>Distinguish long from short vowel sounds in spoken single-syllable words.</u>
	
	  b. <u>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</u>
	
	  c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in <u>spoken single-syllable words.</u>
	
	  d. <u>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</u>
	
	  e. <u>Add, delete, or substitute individual sounds (phonemes) in simple one-syllable words to make new words.</u>
		2020 Standard
		
		RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
		
		  a. Add, delete, and substitute individual sounds (phonemes) in simple one-syllable words to make new words, <u>including initial, final, medial, consonant blends, short vowel sounds, and long vowel sounds.</u>
		
		Note: This standard ends in grade 2.

2010 Standard
 	
RF.K.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-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
 	
  e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
	2010 Standard
	
	RF.1.2 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).
		2010 Standard
		
		The 2010 standards did not include phonological awareness at grade 2.

Phonics and Word Recognition - Kindergarten	Phonics and Word Recognition - Grade 1	Phonics and Word Recognition - Grade 2

2020 Standard
 	
RF.K.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 sounds for each consonant.
 	
   b.   Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 	
   c.   Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
 	
   d.   Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
 	
Related to language standards:
 	
L.K.6c Phonetically spell simple words drawing on knowledge of letter-sound relationships. Related to Reading Foundational standards.
 	
L.K.6d Writes letters for most consonant and short vowel sounds (phonemes).
	2020 Standard
	
	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	
	   a. Know the spelling-sound correspondences for common consonant digraphs.
	
	   b. Decode and encode regularly spelled one-syllable words (e.g., cat, fox, bet, cup, fit, etc.).
	
	   c. Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).
	
	   d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
	
	   e. Decode two-syllable words following basic (known) patterns by breaking the words into syllables.
	
	   f. Read words with inflectional endings (i.e., -s, -ed, -ing).
	
	   g. Recognize and read grade-appropriate irregularly spelled words.
	
	Related to language standards:
	
	L.1.6d Use conventional spelling for words with common spelling patterns and draw on phonemic awareness and spelling conventions to spell other words phonetically.
		2020 Standard
		
		RF.2.3 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 and encode regularly spelled one, two, and some three syllable CVC pattern words (e.g., 1 syllable: mat, 2 syllable: picnic, 3 syllable: fantastic, etc.).
		
		   d. Decode words with common prefixes and suffixes.
		
		   e. Decode regularly spelled two-syllable words with long vowels. Encode some of these words.
		
		       • Know when to drop the final e when adding an -ing, -ed endings. (Silent-e vowel pattern base word).
		
		       • Know when to double the final consonant when adding a suffix. -ing, -ed.
		
		   f. Recognize and read grade-appropriate irregularly spelled words.
		
		Related to language standards:
		
		See L.2.6 for additional spelling/encoding/word analysis guidance.

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Phonics and Word Recognition - Kindergarten	Phonics and Word Recognition - Grade 1	Phonics and Word Recognition - Grade 2

2010 Standard
 	
RF.K.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 sounds for each consonant.
 	
   b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 	
   c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
 	
   d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
	2010 Standard
	
	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	
	   a. Know the spelling-sound correspondences for common 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.
		2010 Standard
		
		RF.2.3 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.

Phonics and Word Recognition - Grade 3	Phonics and Word Recognition - Grade 4	Phonics and Word Recognition - Grade 5

2020 Standard
 	
RF.3.3   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 multisyllable words that include all learned syllable patterns (see previous grade level standards for specific targets).
 	
    d.   Read grade-appropriate irregularly spelled words.
 	
    e.   Apply common encoding rules:
 	
        Know when to drop the final e when adding endings. (Silent-e vowel pattern base word).
 	
        Know when to double the final consonant when adding a suffix.
 	
See L.3.6 for additional spelling/encoding/word analysis guidance.
	2020 Standard
	
	RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	
	    a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
	
	See L.4.6 for additional spelling/encoding/word analysis guidance.
		2020 Standard
		
		RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.
		
		    a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
		
		Note: This standard ends in grade 5.
		
		See L.5.6 for additional spelling/encoding/word analysis guidance.

2010 Standard
 	
RF.3.3   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 multisyllable words.
 	
    d.   Read grade-appropriate irregularly spelled words.
	2020 Standard
	
	RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	
	    a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
		2020 Standard
		
		RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.
		
		    a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency - Kindergarten	Fluency - Grade 1	Fluency - Grade 2
2020 Standard RF.K.4 Read emergent-reader texts with purpose and understanding.	**2020 Standard** RF.1.4 Read emergent-reader texts with purpose, understanding, and sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**2020 Standard** RF.2.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2010 Standard RF.K.4 Read emergent-reader texts with purpose and understanding.	**2010 Standard** RF.1.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**2010 Standard** RF.2.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Fluency - Grade 3	Fluency - Grade 4	Fluency - Grade 5

2020 Standard
 	
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
 	
  a. Read <u>grade-level text</u> with purpose and understanding.
 	
  b. Read <u>grade-level text</u> 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.
	2020 Standard
	
	RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
	
	  a. Read <u>grade-level text</u> with purpose and understanding.
	
	  b. Read <u>grade-level text</u> 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.
		2020 Standard
		
		RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
		
		  a. Read <u>grade-level text</u> with purpose and understanding.
		
		  b. Read <u>grade-level text</u> 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.
		
		Note: This standard ends in grade 5.

2010 Standard
 	
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
 	
  a. Read grade-level text with purpose and understanding.
 	
  b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
 	
  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	2010 Standard
	
	RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
	
	  a. Read grade-level text with purpose and understanding.
	
	  b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
	
	  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		2010 Standard
		
		RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
		
		  a. Read grade-level text with purpose and understanding.
		
		  b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
		
		  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading, 2010 Standards compared to 2020 Revisions

This document is intended to be used beside existing curriculum to determine where revisions may need to be made to ensure curriculum is aligned with the most recent version (2020) of *Wisconsin's Standards for English Language Arts*.

For each section of the standards, the first row of each page shows the 2020 standard; each is labeled as "2020 Standard". The second row shows the corresponding 2010 standard (or standards); each is labeled as "2010 Standard".

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Anchor Standards

Key Ideas and Details   **Students will:**

Anchor Standard R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Anchor Standard R2: Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.

Anchor Standard R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

Anchor Standard R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Anchor Standard R5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Anchor Standard R6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.

Integration of Knowledge and Ideas

Anchor Standard R7: Integrate and evaluate content presented in diverse media and formats.

Anchor Standard R8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Anchor Standard R9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

Key Ideas and Details - Kindergarten	Key Ideas and Details - Grade 1	Key Ideas and Details - Grade 2
2020 Standard R.K.1 With prompting and support, develop and answer questions about a text. (RI&RL)	**2020 Standard** R.1.1 Develop and answer questions about key ideas and details in a text. (RI&RL)	**2020 Standard** R.2.1 Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)
2010 Standards RL.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.1 With prompting and support, ask and answer questions about key details in a text. *Note: "Ask" was replaced with "develop".*	**2010 Standards** RL.1.1 Ask and answer questions about key details in a text. RI.1.1 Ask and answer questions about key details in a text. *Note: "Ask" was replaced with "develop".*	**2010 Standards** RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. *Note: "Ask" was replaced with "develop".* *For reference R.3.1 (2020 Standard)* R.3.1 Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)

Key Ideas and Details (Grades K - 2), Continued on next page

Key Ideas and Details (Grades K - 2), Continued from previous page

Key Ideas and Details - Kindergarten	Key Ideas and Details - Grade 1	Key Ideas and Details - Grade 2
2020 Standard R.K.2 <u>With prompting and support</u>, retell stories (RL); <u>share</u> key details from a text. (RI)	**2020 Standard** R.1.2 <u>Identify a main topic or central idea in a text with guidance and support</u>; <u>retell important</u> details. (RI&RL)	**2020 Standard** R.2.2 <u>Summarize portions of a text in order to identify</u> a main topic or central idea and <u>key</u> details in a text. (RI&RL)
2010 Standards RL.K.2 With prompting and support, retell ~~familiar~~ stories, including key details. RI.K.2 With prompting and support, ~~identify the main topic and retell~~ key details of a text.	**2010 Standards** RL.1.2 Retell ~~stories, including key details, and demonstrate understanding~~. RI.1.2 Identify the main topic and retell ~~key~~ details of a text.	**2010 Standards** RL.2.2 ~~Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.~~ RI.2.2 Identify the main topic ~~of a multi-paragraph text as well as the focus of specific paragraphs within the text.~~ *Note: Theme appears in grade 3.* *For reference, the 2020 standard in grade 3.* R.3.2 Summarize portions of a text <u>to determine a theme</u> or central idea and <u>explain how it is supported by</u> key details. (RI&RL)

Key Ideas and Details, (Grades K - 2), Continued on next page

Key Ideas and Details, (Grades K - 2), Continued from previous page

Key Ideas and Details - Kindergarten	Key Ideas and Details - Grade 1	Key Ideas and Details - Grade 2
2020 Standard R.K.3 <u>With prompting and support</u>, <u>identify</u> characters, settings, and important events in a story or pieces of information in a text. (RI&RL) *Note: "Important" in the 2020 standards replaces the word "major" in the 2010 standards.*	**2020 Standard** R.1.3 <u>Describe</u> characters, settings, and important events in a story or pieces of information in a text. (RI&RL) *Note: "Important" in the 2020 standards replaces the word "major" in the 2010 standards.*	**2020 Standard** R.2.3 Describe <u>how characters respond to major events and challenges</u>. (RL) Describe <u>the connections between ideas, concepts, or a series of events</u>. (RI)
2010 Standard RL.K.3 With prompting and support, identify characters, settings, and major events in a story. RI.K.3 With prompting and support, ~~describe the connection between two individuals, events, ideas, or~~ pieces of information in a text.	**2010 Standard** RL.1.3 Describe characters, settings, and major events in a story, ~~using key details~~. RI.1.3 Describe ~~the connection between two individuals,~~ events, ideas, or pieces of information in a text.	**2010 Standard** RL.2.3 Describe how characters in a story respond to major events and challenges. RI.2.3 Describe the connection between ~~a series of historical events, scientific ideas or concepts, or steps in technical procedures~~ in a text. *For reference, the 2020 standard in grade 3.* R.3.3 Describe <u>a character (traits, motivations, and/or feelings) drawing on specific details from the text</u>. (RL) Describe the relationship among a series of events, ideas, concepts, or <u>steps in a text</u>, <u>using language that pertains to time, sequence, and cause/effect</u>. (RI)

Craft and Structure (Grades K - 2), Continued from previous page

Craft and Structure - Kindergarten	Craft and Structure - Grade 1	Craft and Structure - Grade 2
2020 Standard R.K.4 With prompting and support, identify specific words that express feelings or content-specific words within a text. (RI&RL)	**2020 Standard** R.1.4 Identify specific words <u>and phrases</u> that express feeling, <u>appeal to the senses</u>, or content-specific words within a text. (RI&RL)	**2020 Standard** R.2.4 <u>Explain</u> how specific words and phrases express feelings, appeals to the senses, or <u>determine the meaning</u> of content-specific words within a text. (RI&RL)
2010 Standard RL.K.4 ~~Ask and answer questions about unknown words in a text.~~ RI.K.4 ~~With prompting and support, ask and answer questions about unknown words in a text.~~ *L.K.3a Asks students to ask and answer questions about unknown words.* *In grade 4, students begin determining the meanings of words and phrases (see R.4.4).*	**2010 Standard** RL.1.4 Identify words and phrases in ~~stories or poems~~ that suggest feelings or appeal to the senses. RI.1.4 ~~Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.~~ *L.K.3a Asks students to ask and answer questions about unknown words. L.1.3a parallels R.1.4* *In grade 4, students begin determining the meanings of words and phrases (see R.4.4).*	**2010 Standard** RL.2.4 ~~Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.~~ RI.2.4 Determine the meaning of words and phrases in a text ~~relevant to a grade 2 topic or subject area.~~ *R.2.4 has different content in the 2020 version than the 2010 standard; however, it builds on the 2020 version of R.1.4.* *For reference, the 2020 standard in grade 3.* R.3.4 Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)

Craft and Structure (Grades K - 2), Continued from previous page

Craft and Structure - Kindergarten	Craft and Structure - Grade 1	Craft and Structure - Grade 2
2020 Standard R.K.5 Identify literary and informational texts. (RI&RL)	**2020 Standard** R.1.5 Identify a variety of genres and explain major differences between literary texts and informational texts. (RI&RL)	**2020 Standard** R.2.5 Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL)
2010 Standard RL.K.5 ~~Recognize common types of texts (e.g., storybooks, poems).~~ RI.K.5 ~~Identify the front cover, back cover, and title page of a book.~~	**2010 Standard** RL.1.5 Explain major differences between books that tell stories and books that give information, ~~drawing on a wide reading of a range of text types.~~ RI.1.5 ~~Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.~~ *Text features appear in R.2.6*	**2010 Standard** RL.2.5 Describe the overall structure of a ~~story~~, including describing how the beginning introduces ~~the story~~ and the ending concludes ~~the action~~. RI.2.5 ~~Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.~~ *Text features appear in R.2.6* *For reference, the 2020 standard in grade 3.* R.3.5 Identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL) Identify and use text features to build comprehension. (RI)

Craft and Structure (Grades K - 2), Continued from previous page

Craft and Structure - Kindergarten	Craft and Structure - Grade 1	Craft and Structure - Grade 2
2020 Standard R.K.6 Define the role of the author and the illustrator in presenting the ideas in a text. (RI&RL)	**2020 Standard** R.1.6 Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)	**2020 Standard** R.2.6 Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)
2010 Standard RL.K.6 ~~With prompting and support, name~~ the author and illustrator of a story and ~~define the role of each in telling the story.~~ RI.K.6 ~~Name~~ the author and illustrator of a text and define the role of each in presenting the ideas or ~~information~~ in a text. *R.K.6 (2020) asks students to go beyond naming the author and illustrator to defining their role (which was included in the RL.K.6 and RI.K.6 (2010).*	**2010 Standard** RL.1.6 ~~Identify who is telling the story at various points in a text.~~ RI.1.6 ~~Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.~~ *R.1.6 (2020) asks students to describe how illustrations and details support the point of view or purpose of a text. This goes beyond RL.1.6 (2010), which required students to identify who is telling a story. This skill - understanding the relationship between illustrations, details, and point of view or purpose is continued in R.2.6.*	**2010 Standard** RL.2.6 ~~Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.~~ RI.2.6 Identify the main purpose of a text, ~~including what the author wants to answer, explain, or describe.~~ *For reference, the 2020 standard in grade 3.* R.3.6 Discuss how the reader's point of view or perspective may differ from that of the author, narrator or characters in a text. (RI&RL)

Integration of Knowledge and Ideas (Grades K - 2)

Integration of Knowledge and Ideas - Kindergarten	Integration of Knowledge and Ideas - Grade 1	Integration of Knowledge and Ideas - Grade 2
2020 Standard R.K.7 <u>With prompting and support</u>, describe the relationship between illustrations and the text. (RI&RL)	**2020 Standard** R.1.7 Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)	**2020 Standard** R.2.7 <u>Demonstrate understanding of</u> story elements and/or topics <u>by applying information gained from illustrations or</u> <u style="color:red">text features</u>. (RI & RL)
2010 Standard RL.K.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)~~. RI.K.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 in the text an illustration depicts)~~.	**2010 Standard** RL.1.7 Use illustrations and details in a story to describe ~~its characters, setting, or events~~. RI.1.7 Use the illustrations and details in a text to describe its ~~key ideas~~. *From RL.1.7 (2010), "characters, setting, or events" was replaced with "story elements and/or topics" (2020).* *From RI.1.7 (2010), "key ideas" was replaced with "topics" (2020).*	**2010 Standard** RL.2.7 Use information gained from the illustrations and words in a ~~print or digital text~~ to demonstrate understanding of its ~~characters, setting, or plot~~. RI.2.7 ~~Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text~~. *R.2.7 (2020) includes elements of RI.2.7 (2010). Learners "Demonstrate understanding. . . of topics by applying information gained from illustrations or text features". This is broader than RI.2.7 (2010) which included only how "specific images contribute to and clarify a text" (2010).* *The grade 3 2020 standard is provided for reference.* R.3.7 Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)

Integration of Knowledge and Ideas (Grades K - 2), Continued on next page

Integration of Knowledge and Ideas (Grades K - 2), Continued from previous page

Integration of Knowledge and Ideas - Kindergarten	Integration of Knowledge and Ideas - Grade 1	Integration of Knowledge and Ideas - Grade 2
2020 Standard R.K.8 <u>With prompting and support</u>, identify specific information to support ideas in a text. (RI)	**2020 Standard** R.1.8 Identify specific information an author or illustrator gives that supports ideas in a text. (RI)	**2020 Standard** R.2.8 <u>Explain</u> how specific <u>points</u> the author or illustrator makes in a text are <u>supported by relevant reasons and evidence</u>. (RI)
2010 Standard RL.K.8 Not applicable to literature. RI.K.8 With prompting and support, identify ~~the reasons an author gives~~ to support ~~points~~ in a text. *"Reasons" (RI.K.8, 2010) was replaced with "specific information" (R.K.8, 2020). "Points" (RI.K.8, 2010) was replaced with "ideas" (R.K.8, 2020).*	**2010 Standard** RL.K.8 Not applicable to literature. RI.1.8 Identify ~~the reasons~~ an author gives to support ~~points~~ in a text. *"Reasons" (RI.K.8, 2010) was replaced with "specific information" (R.K.8, 2020). "Points" (RI.K.8, 2010) was replaced with "ideas" (R.K.8, 2020).* *R.1.8 asks learners to understand information provided by authors or illustrators because informational text can include illustrators.*	**2010 Standard** RL.K.8 Not applicable to literature. RI.2.8 ~~Describe~~ how ~~reasons~~ support specific points the author makes in a text. *The grade 3 2020 standard is provided for reference.* R.3.8 Explain how claims in a text are supported by relevant reasons and evidence. (RI)

Integration of Knowledge and Ideas (Grades K - 2), Continued from previous page

Integration of Knowledge and Ideas - Kindergarten	Integration of Knowledge and Ideas - Grade 1	Integration of Knowledge and Ideas - Grade 2
2020 Standard R.K.9 With prompting and support, compare and contrast two texts; recognize that texts reflect one's own and others' cultures. (RI&RL)	**2020 Standard** R.1.9 Compare and contrast two texts; recognize that texts reflect one's own and others' culture. (RI&RL)	**2020 Standard** R.2.9 Compare and contrast key points or perspectives presented in two texts; recognize that texts reflect one's own and others' culture. (RI&RL)
2010 Standard RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RI.K.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). *RL.K.9 (2010) asked learners to compare and contrast a specific idea (the adventures and experiences of characters in familiar stories). This is broadened to "compare and contrast two texts" in R.K.9 (2020).* *The ideas in RI.K.9 (2010) are condensed into the phrase "compare and contrast two texts" in R.K.9 (2020).* *R.K.9 (2020) is the same in grade 1 (without prompting and support in grade 1).*	**2010 Standard** RL.1.9 Compare and contrast the adventures and experiences of characters in stories. RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). *RL.1.9 (2010) asked learners to compare and contrast a specific idea (the adventures and experiences of characters in familiar stories). This is broadened to "compare and contrast two texts" in R.K.9 (2020).* *The ideas in RI.1.9 (2010) are condensed into the phrase "compare and contrast two texts" in R.K.9 (2020).* *R.1.9 (2020) is the same in kindergarten (with prompting and support in grade K).*	**2010 Standard** RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. *Comparing and contrasting two or more versions of the same story (RL.2.9, 2010) could be an instructional technique used to reach R.2.9.* *The grade 3 2020 standard is provided for reference.* R.3.9 Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)

TEXT COMPLEXITY

Range of Reading and Level of Text Complexity Kindergarten	Range of Reading and Level of Text Complexity Grade 1	Range of Reading and Level of Text Complexity Grade 2
2020 Standards, Overarching Statement for all standards: Literate individuals are flexible; they respond to the varying demands of audience, task, purpose, and discipline. **2020 Standards, Overarching Statement for Reading:** Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.		
2010 Standard ~~RL.K.10 Actively engage in group reading activities with purpose and understanding.~~ ~~RI.K.10 Actively engage in group reading activities with purpose and understanding.~~	**2010 Standard** ~~RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.)~~ ~~RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.~~	**2010 Standard** ~~RL.2.10 By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.~~ ~~RL.2.10 By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.~~

The 2020 Wisconsin Standards for English Language Arts replace the 2010 reading standard 10 with an overarching statement. The overarching statement aims to create readers who are able to read any grade-level (or beyond text). This happens through a curriculum that includes instruction and practice with texts in a variety of formats and genres, about a variety of topics, from varied time periods, and created by varied individuals (authors and illustrators). Further, instruction and practice provide opportunities to read for a variety of purposes, including but not limited to understanding other perspectives, gaining knowledge, self-reflection, and enjoyment.

Grade-level text is determined through a multi-dimensional model of text complexity that includes quantitative, qualitative, and reader and task dimensions. In addition, representation and diversity are critical components of text complexity and selection.

Key Ideas and Details (3 - 5)

Key Ideas and Details - Grade 3	Key Ideas and Details - Grade 4	Key Ideas and Details - Grade 5
2020 Standard R.3.1 Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)	**2020 Standard** R.4.1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)	**2020 Standard** R.5.1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
2010 Standard RL.3.1 ~~Ask and~~ answer questions to ~~demonstrate understanding of a text~~, ~~referring explicitly to the text as the basis for the answers~~. RI.3.1 ~~Ask~~ and answer questions to ~~demonstrate understanding of a text, referring explicitly to the text as the basis for the answers~~. *For reference, 2020 standard in grade 2* R.2.1 Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)	**2010 Standard** RL.4.1 Refer to details and ~~examples~~ in a text when explaining what the text says explicitly and ~~when drawing~~ inferences from the text. RI.4.1 Refer to details ~~and examples~~ in a text when explaining what the text says explicitly and ~~when drawing~~ inferences from the text.	**2010 Standard** RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. *For reference, 2020 standards in grade 6* R.6.1 Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
2020 Standard R.3.1 Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)	**2020 Standard** R.4.1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)	**2020 Standard** R.5.1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)

Key Ideas and Details (3 - 5), Continued on next page

Key Ideas and Details (3 - 5), Continued from previous page

Key Ideas and Details - Grade 3	Key Ideas and Details - Grade 4	Key Ideas and Details - Grade 5
2020 Standard	**2020 Standard**	**2020 Standard**
R.3.2 Summarize portions of a text <u>to determine a theme</u> or central idea and <u>explain how it is supported by</u> key details. (RI&RL)	R.4.2 Summarize texts, <u>from a variety of genres,</u> to determine a theme or central idea and explain how it is supported by key details. (RI&RL)	R.5.2 Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
2010 Standard	**2010 Standard**	**2010 Standard**
RL.3.2 ~~Recount stories, including fables, folktales, and myths from diverse cultures~~; determine the central ~~message, lesson, or moral~~ and explain how it is ~~conveyed through~~ key details in the text.	RL.4.2 Determine a theme of ~~a story, drama, or poem from details in the text~~; summarize the text.	RL.5.2 Determine a theme of a ~~story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic~~; summarize the text.
RI.3.2 ~~Determine the main idea of a text; recount the key details and explain how they support the main idea~~.	RI.4.2 Determine the ~~main~~ idea of a text and explain how it is supported by key details; summarize the text.	RI.5.2 Determine ~~two or more main~~ ideas of a text and explain how they are supported by key details; summarize the text.
For reference, 2020 standard in grade 2		*For reference, 2020 standard in grade 6*
R.2.2 <u>Summarize portions of a text in order to identify</u> a main topic or central idea and <u>key</u> details in a text. (RI&RL)		R.6.2 Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL)

Key Ideas and Details (3 - 5), Continued on next page

Key Ideas and Details (3 - 5), Continued from previous page

Key Ideas and Details - Grade 3	Key Ideas and Details - Grade 4	Key Ideas and Details - Grade 5
2020 Standard R.3.3 Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. (RL) Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)	**2020 Standard** R.4.3 Describe a character (traits, motivations, and/or feelings), setting, or event, drawing on specific details in the text. (RL) Explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)	**2020 Standard** R.5.3 Compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)
2010 Standard RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and ~~explain how their actions contribute to the sequence of events~~. RI.3.3 Describe the relationship between a series of ~~historical~~ events, ~~scientific ideas or~~ concepts, or steps ~~in technical procedures~~ in a text, using language that pertains to time, sequence, and cause/effect. *For reference, 2020 standard in grade 2* R.2.3 Describe how characters respond to major events and challenges. (RL) Describe the connections between ideas, concepts, or a series of events. (RI)	**2010 Standard** RL.4.3 Describe ~~in depth~~ a character, setting, or event ~~in a story or drama,~~ drawing on specific details in the text (~~e.g., a character's thoughts, words, or actions~~). RI.4.3 Explain events, procedures, ideas, or concepts ~~in a historical, scientific, or technical text~~, including what happened and why, based on specific information in the text.	**2010 Standard** RL.5.3 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~~). RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts ~~in a historical, scientific, or technical text~~ based on specific information in the text. *For reference, 2020 standard in grade 6.* R.6.3 In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)

Craft and Structure (3 - 5)

Craft and Structure - Grade 3	Craft and Structure - Grade 4	Craft and Structure - Grade 5
2020 Standard R.3.4 Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)	**2020 Standard** R.4.4 Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&RL)	**2020 Standard** R.5.4 Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text. (RI&RL)
2010 Standard RL.3.4 Determine the meaning of words and phrases ~~as they are used in a~~ text, ~~distinguishing literal from nonliteral language~~. RI.3.4 Determine the meaning of ~~general~~ academic and ~~domain-~~specific words and phrases in a text ~~relevant to a grade 3 topic or subject area~~. *In L.3.3a (2020), students distinguish literal from nonliteral language (which was previously in RL.3.4, 2010).* *R.3.4 and R.4.4 are the same. Students can refine and develop their skills through instruction that varies the complexity of texts.* *For reference, the 2020 standards in grade 2* R.2.4 Explain how specific words and phrases express feelings, appeals to the senses, or <u>determine the meaning</u> of content-specific words within a text. (RI&RL)	**2010 Standard** RL.4.4 Determine the meaning of words and phrases ~~as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean)~~. RI.4.4 Determine the meaning of ~~general~~ academic and ~~domain-~~specific words or phrases in a text ~~relevant to a grade 4 topic or subject area~~. *In L.4.3a, students determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters (e.g., Herculean) (previously part of RL.4.4, 2010).* *R.3.4 and R.4.4 are the same. Students can refine and develop their skills through instruction that varies the complexity of texts.*	**2010 Standard** RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language ~~such as metaphors and similes~~. RI.5.4 Determine the meaning of general academic and ~~domain-~~specific words and phrases in a text ~~relevant to a grade 5 topic or subject area~~. *In L.5.4, students determine the meaning of similes and metaphors. In this standard (R.5.4, 2020), students go beyond determining meaning to analyze the impact of the simile or metaphor on the reader.*

Craft and Structure (3 - 5), Continued on next page

Craft and Structure (3 - 5), Continued from previous page

Craft and Structure - Grade 3	Craft and Structure - Grade 4	Craft and Structure - Grade 5
2020 Standard R.3.5 Identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL) Identify and use text features to build comprehension. (RI)	**2020 Standard** R.4.5 Identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) Identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)	**2020 Standard** R.5.5 Explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL) Compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
2010 Standard RL.3.5 ~~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~~. RI.3.5 Use text features ~~and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently~~. *For reference, the 2020 standard in grade 2* R.2.5 Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL)	**2010 Standard** RL.4.5 ~~Explain major differences between poems, drama, and prose~~, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) ~~when writing or speaking about a text.~~ RI.4.5 ~~Describe~~ the overall structure (e.g., ~~chronology,~~ comparison, cause/effect, problem/solution) ~~of events, ideas, concepts, or information in a text or part of a text~~.	**2010 Standard** RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RI.5.5 Compare and contrast the overall structure (e.g., ~~chronology,~~ comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Craft and Structure (3 - 5), Continued from previous page

Craft and Structure - Grade 3	Craft and Structure - Grade 4	Craft and Structure - Grade 5
2020 Standard R.3.6 Discuss how the reader's point of view or perspective may differ from that of the author, narrator or characters in a text. (RI&RL)	**2020 Standard** R.4.6 In literary text, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL) In informational text, compare and contrast a primary and secondary source on the same event or topic. (RI)	**2020 Standard** R.5.6 In literary text, explain how a narrator's or speaker's point of view influences how events are described. (RL) In informational text, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)
2010 Standard RL.3.6 ~~Distinguish their own~~ point of view from that of the narrator or those of the characters. RI.3.6 ~~Distinguish their own~~ point of view from that of the author of a text. *For reference, the 2020 standard in grade 2* R.2.6 Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)	**2010 Standard** RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. RI.4.6 Compare and contrast a ~~firsthand and secondhand account~~ of the same event or topic; ~~describe the differences in focus and the information provided.~~	**2010 Standard** RL.5.6 ~~Describe~~ how a narrator's or speaker's point of view influences how events are described. RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. *For reference, the 2020 standard in grade 6* R.6.6 In literary texts, identify possible biases, the point of view, and explain how it is developed and conveys meaning in diverse texts. (RL) In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others. (RI)

Integration of Knowledge and Ideas (3 - 5)

Integration of Knowledge and Ideas - Grade 3	Integration of Knowledge and Ideas - Grade 4	Integration of Knowledge and Ideas - Grade 5
2020 Standard R.3.7 Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)	**2020 Standard** R.4.7 Explain how text features (e.g., charts, graphs, diagrams, time lines, animations, illustrations) contribute to an understanding of the text. (RI&RL)	**2020 Standard** R.5.7 Analyze how visual and multimedia elements contribute to the meaning of literary and informational texts. (RI&RL)
2010 Standard RL.3.7 Explain how ~~specific aspects of a~~ text's illustrations contribute to what is conveyed by the words in a ~~story~~ (e.g., create mood, emphasize aspects of a character or setting). RI.3.7 ~~Use information gained~~ from illustrations ~~(e.g., maps, photographs) and the words in a text to demonstrate understanding of the text~~ (e.g., where, when, why, and how key events occur). *The grade 2 2020 standard is provided for reference.* R.2.7 Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI & RL)	**2010 Standard** RL.4.7 ~~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.~~ RI.4.7 ~~Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information~~ contributes to an understanding of the text ~~in which it appears~~.	**2010 Standard** RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, ~~tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).~~ RI.5.7 ~~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 efficiently.~~ *The grade 8 2020 standard is provided for reference.*

Integration of Knowledge and Ideas (3 - 5), continued on next page

Integration of Knowledge and Ideas (3 - 5)

Integration of Knowledge and Ideas - Grade 3	Integration of Knowledge and Ideas - Grade 4	Integration of Knowledge and Ideas - Grade 5
2020 Standard R.3.8 Explain how claims in a text are supported by relevant reasons and evidence. (RI)	**2020 Standard** R.4.8 Explain how claims in a text are supported by relevant reasons and evidence. (RI)	**2020 Standard** R.5.8 Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI)
2010 Standard RL.3.8 Not applicable to literature. RI.3.8 ~~Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).~~ *The grade 2 2020 standard is provided for reference.* R.2.8 Explain how specific points the author or illustrator makes in a text are supported by relevant reasons and evidence. (RI)	**2010 Standard** RL.4.8 Not applicable to literature. RI.4.8 Explain ~~how an author uses~~ reasons and evidence to support ~~particular points~~ in a text.	**2010 Standard** RL.5.8 Not applicable to literature. RI.5.8 Explain ~~how an author~~ uses reasons and evidence to support ~~particular points~~ in a text, identifying which reasons and evidence support which ~~point(s)~~. *The grade 6 2020 standard is provided for reference.* R.6.8 Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI)

Integration of Knowledge and Ideas (3 - 5), continued on next page

Integration of Knowledge and Ideas (3 - 5)

Integration of Knowledge and Ideas - Grade 3	Integration of Knowledge and Ideas - Grade 4	Integration of Knowledge and Ideas - Grade 5
2020 Standard R.3.9 Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)	**2020 Standard** R.4.9 Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)	**2020 Standard** R.5.9 Make informed judgments about quality of text; make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)
2010 Standard RL.3.9 ~~Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).~~ RI.3.9 ~~Compare and contrast the most important points and key details presented in two texts on the same topic.~~ *The 2020 grade 2 standard is provided for reference.* R.2.9 Compare and contrast key points or perspectives presented in two texts; recognize that texts reflect one's own and others' culture. (RI&RL)	**2010 Standard** RL.4.9 ~~Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.~~ RI.4.9 ~~Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.~~	**2010 Standard** RL.5.9 ~~Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.~~ RI.5.9 ~~Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.~~ *The 2020 grade 6 standard is provided for reference.*

Range of Reading and Level of Text Complexity Grade 3	Range of Reading and Level of Text Complexity Grade 4	Range of Reading and Level of Text Complexity Grade 5
2020 Standards, Overarching Statement for all standards: Literate individuals are flexible; they respond to the varying demands of audience, task, purpose, and discipline. **2020 Standards, Overarching Statement for Reading:** Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.		
2010 Standard RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. RI.3.10 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.	**2010 Standard** RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.	**2010 Standard** RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. RI.5.10 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 4–5 text complexity band independently and proficiently.

The 2020 Wisconsin Standards for English Language Arts replace the 2010 reading standard 10 with an overarching statement. The overarching statement aims to create readers who are able to read any grade-level (or beyond text). This happens through a curriculum that includes instruction and practice with texts in a variety of formats and genres, about a variety of topics, from varied time periods, and created by varied individuals (authors and illustrators). Further, instruction and practice provide opportunities to read for a variety of purposes, including but not limited to understanding other perspectives, gaining knowledge, self-reflection, and enjoyment.

Grade-level text is determined through a multi-dimensional model of text complexity that includes quantitative, qualitative, and reader and task dimensions. In addition, representation and diversity are critical components of text complexity and selection.

Key Ideas and Details (6 - 8)

Key Ideas and Details - Grade 6	Key Ideas and Details - Grade 7	Key Ideas and Details - Grade 8
2020 Standard R.6.1 Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)	**2020 Standard** R.7.1 Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)	**2020 Standard** R.8.1 Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
2010 Standard RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences ~~drawn from the text~~. RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences ~~drawn from the text~~. *For reference, 2020 standard in grade 5* R.5.1 <u>Locate</u> and <u>refer to</u> relevant details and <u>evidence</u> when explaining what a text says explicitly/implicitly and <u>make</u> logical inferences. (RI&RL)	**2010 Standard** RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences ~~drawn from the text~~. RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences ~~drawn from the text~~.	**2010 Standard** RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences ~~drawn from the text~~. RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences ~~drawn from the text~~. *For reference, 2020 standard in grade 9 - 10* R.9-10.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; <u>develop questions for further exploration</u>. (RI & RL)

Key Ideas and Details (6 - 8), Continued on next page

Key Ideas and Details (6 - 8), Continued from previous page

Key Ideas and Details - Grade 6	Key Ideas and Details - Grade 7	Key Ideas and Details - Grade 8
2020 Standard R.6.2 Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL)	**2020 Standard** R.7.2 Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL)	**2020 Standard** R.8.2 Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL)
2010 Standard RL.6.2 Determine a theme or central idea of a text and how it is ~~conveyed through particular details~~; provide a summary ~~of the text distinct from personal opinions or judgments~~. RI.6.2 Determine a central idea of a text and how it is conveyed ~~through particular details~~; provide a summary ~~of the text distinct from personal opinions or judgments~~. *For reference, 2020 standard in grade 5* R.5.2 Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)	**2010 Standard** RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an ~~objective~~ summary of the text. RI.7.2 Determine ~~two or more~~ central ideas in a text and analyze their development over the course of the text; provide an ~~objective~~ summary of the text.	**2010 Standard** RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, ~~including its relationship to the characters, setting, and plot~~; provide an ~~objective~~ summary of the text. RI.8.2 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. *For reference, 2020 standard in grade 9 - 10*

Key Ideas and Details (6 - 8), Continued on next page

Key Ideas and Details (6 - 8), Continued from previous page

Key Ideas and Details - Grade 6	Key Ideas and Details - Grade 7	Key Ideas and Details - Grade 8
2020 Standard R.6.3 In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)	**2020 Standard** R.7.3 In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)	**2020 Standard** R.8.3 In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)
2010 Standard RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). *For reference, 2020 standard in grade 5* R.5.3 Compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)	**2010 Standard** RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	**2010 Standard** RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). *For reference, 2020 standard in grade 9 - 10*

Craft and Structure (6 - 8)

Craft and Structure - Grade 6	Craft and Structure - Grade 7	Craft and Structure - Grade 8
2020 Standard R.6.4 Determine the meaning of words and phrases, including figurative and <u>connotative meanings</u>. Analyze the impact of specific word choices on meaning, tone, ~~and mood~~<u>, including words with multiple meanings within a text</u>. (RI&RL)	**2020 Standard** R.7.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)	**2020 Standard** R.8.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)
2010 Standard RL.6.4 Determine the meaning of words and phrases ~~as they are used in a text~~, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, ~~and technical~~ meanings. *For reference, 2020 standard in grade 5* R.5.4 Determine the meaning of words, phrases, figurative language, academic and content-specific words, a<u>nd analyze their effect on meaning, tone, and mood within a text.</u> (RI&RL)	**2010 Standard** RL.7.4 Determine the meaning of words and phrases ~~as they are used in a text~~, including figurative and connotative meanings; ~~analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama~~. RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, ~~and technical~~ meanings; analyze the impact of a specific word choice on meaning and tone.	**2010 Standard** RL.8.4 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~~. RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, ~~and technical~~ meanings; analyze the impact of specific word choices on meaning and tone, ~~including analogies or allusions to other texts~~. *For reference, 2020 standard in grade 9 - 10* R.9-10.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. <u>Examine technical or key terms and how language differs across genres</u>. (RI & RL)

Craft and Structure (6 - 8), Continued on next page

Craft and Structure (6 - 8), Continued from previous page

Craft and Structure - Grade 6	Craft and Structure - Grade 7	Craft and Structure - Grade 8
2020 Standard R.6.5 In literary texts, analyze how a <u>sentence, paragraph,</u> stanza, chapter, scene, or section fits into the overall structure <u>and how it contributes to the development of theme, central idea, setting, or plot</u>. (RL) In informational texts, <u>analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of</u> theme or central <u>ideas</u>. (RI)	**2020 Standard** R.7.5 In literary texts, analyze how <u>structure, including</u> <u>genre-specific features</u>, contributes to the development of themes or central ideas. (RL) In informational texts, analyze <u>the structure an author uses to organize a text</u>, including how the sections contribute to <u>the whole</u> and to the development of themes or central ideas. (RI)	**2020 Standard** R.8.5 In literary texts and informational texts, <u>compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text</u> contributes to overall meaning, style, theme, or central idea. (RI&RL)
2010 Standard RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. *For reference, 2020 standard in grade 5* R.5.5 <u>Explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem</u>. (RL) <u>Compare and contrast the overall structure in two or more texts</u> using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)	**2010 Standard** RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RI.7.5 Analyze the structure an author uses to organize a text, including how the ~~major~~ sections contribute to the whole and to the development of the ideas.	**2010 Standard** RL.8.5 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. RI.8.5 ~~Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept~~. *For reference, 2020 standard in grade 9 - 10* R.9-10.5 In literary texts, <u>consider how varied aspects of structure</u> create meaning <u>and affect the reader</u>. (RL) In informational texts, <u>consider how the author's intent influences particular sentences, paragraphs, or sections</u>. (RI)

Craft and Structure (6 - 8), Continued from previous page

Craft and Structure - Grade 6	Craft and Structure - Grade 7	Craft and Structure - Grade 8
2020 Standard R.6.6　In literary texts, <u>identify possible biases, the point of view, and explain how it is developed and conveys meaning in diverse texts</u>. (RL) In informational texts, <u>explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others</u>. (RI)	**2020 Standard** R.7.6　In literary texts, <u>analyze how an author develops and contrasts the point of view, possible biases, and the perspectives </u>of different characters or narrators. (RL) In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others. (RI)	**2020 Standard** R.8.6　In literary texts, analyze <u>how the differences between the point of view, perspectives, and possible biases </u>of the characters, the audience, or reader create effects such as <u>mood and tone</u>. (RL) In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author <u>addresses conflicting evidence or viewpoints</u>. (RI)
2010 Standard RL.6.6　~~Explain how an author develops~~ the point of view of ~~the narrator or speaker in a text~~. RI.6.6　~~Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.~~ *For reference, 2020 standard in grade 5* R.5.6　In literary text, <u>explain how a narrator's or speaker's point of view influences how events are described</u>. (RL) In informational text, <u>analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</u>. (RI)	**2010 Standard** RL.7.6　Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. RI.7.6　~~Determine an author's point of view or purpose in a text~~ and analyze how the author distinguishes his or her position from that of others.	**2010 Standard** RL.8.6　Analyze how differences in the points of view of the characters and the audience or reader ~~(e.g., created through the use of dramatic irony) create such effects as suspense or humor~~. RI.8.6　~~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. *For reference, 2020 standard in grade 9 - 10*

Integration of Knowledge and Ideas (6 - 8)

Craft and Structure - Grade 6	Craft and Structure - Grade 7	Craft and Structure - Grade 8
2020 Standard R.6.7 Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)	**2020 Standard** R.7.7 Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format's portrayal of a subject. (RI&RL)	**2020 Standard** R.8.7 Evaluate the advantages and disadvantages of using different media— print, audio, video, stage, or digital—to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text. (RI&RL)
2010 Standard RL.6.7 Compare and contrast ~~the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch~~. RI.6.7 ~~Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent~~ understanding ~~of a topic or issue~~. *For reference, 2020 standard in grade 5* R.5.7 Analyze how visual and multimedia elements contribute to the meaning of literary and informational texts. (RI&RL)	**2010 Standard** RL.7.7 Compare and contrast ~~a story, drama, or poem~~ to its audio, filmed, staged, ~~or multimedia version~~, analyzing the effects of techniques unique to each medium (~~e.g., lighting, sound, color, or camera focus and angles in a film~~). RI.7.7 Compare and contrast a text to an audio, video, or ~~multimedia version~~ of the text, analyzing each medium's portrayal of the subject (~~e.g., how the delivery of a speech affects the impact of the words~~).	**2010 Standard** RL.8.7 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~~. RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. *For reference, 2020 standard in grade 9 - 10*

Integration of Knowledge and Ideas (6 - 8), Continued on next page

Integration of Knowledge and Ideas (6 - 8), Continued from previous page

Craft and Structure - Grade 6	Craft and Structure - Grade 7	Craft and Structure - Grade 8
2020 Standard R.6.8 <u>Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not</u>. (RI)	**2020 Standard** R.7.8 Trace and evaluate the development of an argument and specific claims in a text. <u>Assess whether the reasoning is valid and the evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced</u>. (RI)	**2020 Standard** R.8.8 Trace and evaluate an argument and specific claims in a text. Assess whether the reasoning is valid and the evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)
2010 Standard RL.6.8 Not applicable to literature. RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. *For reference, 2020 standard in grade 5* R.5.8 Explain how claims in a text are supported by relevant reasons and evidence, <u>identifying which reasons and evidence support which claims</u>. (RI)	**2010 Standard** RL.7.8 Not applicable to literature. RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	**2010 Standard** RL.8.8 Not applicable to literature. RI.8.8 ~~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. *For reference, 2020 standard in grade 9 - 10*

Integration of Knowledge and Ideas (6 - 8), Continued from previous page

Craft and Structure - Grade 6	Craft and Structure - Grade 7	Craft and Structure - Grade 8
2020 Standard R.6.9 <u>Evaluate the</u> quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	**2020 Standard** R.7.9 Evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	**2020 Standard** R.8.9 <u>Choose and develop criteria to</u> evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)
2010 Standard RL.6.9 ~~Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.~~ RI.6.9 ~~Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).~~ *For reference, 2020 standard in grade 5* R.5.9 <u>Make informed judgments about quality of text</u>; make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	**2010 Standard** RL.7.9 ~~Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.~~ RI.7.9 ~~Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.~~	**2010 Standard** RL.8.9 ~~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.~~ RI.8.9 ~~Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.~~ *For reference, 2020 standard in grade 9 - 10*

Range of Reading and Level of Text Complexity (6 - 8)

Range of Reading and Level of Text Complexity Grade 6	Range of Reading and Level of Text Complexity Grade 7	Range of Reading and Level of Text Complexity Grade 8
2020 Standards, Overarching Statement for all standards: Literate individuals are flexible; they respond to the varying demands of audience, task, purpose, and discipline. **2020 Standards, Overarching Statement for Reading:** Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.		
2010 Standard ~~RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.~~ ~~RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.~~	**2010 Standard** ~~RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.~~ ~~RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.~~	**2010 Standard** ~~RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.~~ ~~RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.~~

The 2020 Wisconsin Standards for English Language Arts replace the 2010 reading standard 10 with an overarching statement. The overarching statement aims to create readers who are able to read any grade-level (or beyond text). This happens through a curriculum that includes instruction and practice with texts in a variety of formats and genres, about a variety of topics, from varied time periods, and created by varied individuals (authors and illustrators). Further, instruction and practice provide opportunities to read for a variety of purposes, including but not limited to understanding other perspectives, gaining knowledge, self-reflection, and enjoyment.

Grade-level text is determined through a multi-dimensional model of text complexity that includes quantitative, qualitative, and reader and task dimensions. In addition, representation and diversity are critical components of text complexity and selection.

Key Ideas and Details (9 - 12)

Key Ideas and Details - Grades 9 - 10	Key Ideas and Details - Grades 11 - 12
2020 Standard R.9-10.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; <u>develop questions for further exploration</u>. (RI & RL)	**2020 Standard** R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, <u>including determining where the text is ambiguous</u>; develop questions for <u>deeper understanding</u> and for further exploration. (RI & RL)
2010 Standard RL.9-10.1 Cite ~~strong and thorough~~ textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. *For reference, 2020 standard in grade 8* R.8.1 Cite textual evidence <u>that strongly supports</u> an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)	**2010 Standard** RL.11-12.1 Cite ~~strong and thorough~~ textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Key Ideas and Details (9 - 12), Continued on next page

Key Ideas and Details (9 - 12), Continued from previous page

Key Ideas and Details - Grades 9 - 10	Key Ideas and Details - Grades 11 - 12
2020 Standard R.9-10.2 <u>Objectively and accurately</u> summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, <u>including how it emerges and is shaped and refined by specific details.</u> (RI & RL)	**2020 Standard** R.11-12.2 Objectively and accurately summarize a complex text to determine <u>two or more</u> themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI & RL)
2010 Standard RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. *For reference, 2020 standard in grade 8* R.8.2 Summarize texts, from a variety of genres, to determine <u>one or more</u> themes or central ideas and analyze their development over the course of the text. (RI&RL)	**2010 Standard** RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Key Ideas and Details (9 - 12), Continued on next page

Key Ideas and Details (9 - 12), Continued from previous page

Key Ideas and Details - Grades 9 - 10	Key Ideas and Details - Grades 11 - 12

2020 Standard
 	
R.9-10.3   In literary texts, analyze how <u>complex and/or dynamic characters</u> develop, interact with other characters, advance the plot, or <u>develop a theme</u>. (RL)
 	
           In informational texts, analyze how the author <u>unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist</u>. (RI)
	2020 Standard
	
	R.11-12.3 In literary texts, analyze the <u>impact of the author's choices</u>. (RL)
	
	           In informational texts, analyze a <u>complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop</u>. (RI)

2010 Standard RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. *For reference, 2020 standard in grade 8*	**2010 Standard** RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and ~~relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed~~). RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure (9 - 12)

Craft and Structure - Grades 9 - 10	Craft and Structure - Grades 11 - 12
2020 Standard R.9-10.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. <u>Examine technical or key terms and how language differs across genre</u>s. (RI & RL)	**2020 Standard** R.11-12.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, <u>including words with multiple meanings</u>. Analyze how an author <u>uses and refines the meaning of</u> technical or key term(s) over the course of a text. (RI&RL)
2010 Standard RL.9-10.4 Determine the meaning of words and phrases ~~as they are used in the text~~, including figurative and connotative meanings; analyze the ~~cumulative~~ impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). RI.9-10.4 Determine the meaning of words and phrases ~~as they are used in a text~~, including figurative, connotative, and technical meanings; analyze the ~~cumulative~~ impact of specific word choices on meaning and tone (e.g., ~~how the language of a court opinion differs from that of a newspaper~~). *For reference, 2020 standard in grade 8* R.8.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)	**2010 Standard** RL.11-12.4 Determine the meaning of words and phrases ~~as they are used in the text~~, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings ~~or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors~~.) RI.11-12.4 Determine the meaning of words and phrases ~~as they are used in a text~~, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (~~e.g., how Madison defines faction in Federalist No. 10~~).

Craft and Structure (9 - 12), Continued on next page

Craft and Structure (9 - 12), Continued from previous page

Craft and Structure - Grades 9 - 10	Craft and Structure - Grades 11 - 12
2020 Standard R.9-10.5 In literary texts, <u>consider how varied aspects of structure</u> create meaning and affect the reader. (RL) In informational texts, <u>consider how the author's intent influences particular sentences, paragraphs, or sections</u>. (RI)	**2020 Standard** R.11-12.5 In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, <u>analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal</u>. (RI)
2010 Standard RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. RI.9-10.5 Analyze in detail how an author's ~~ideas or claims are developed and refined~~ by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). *For reference, 2020 standard in grade 8* R.8.5 In literary texts and informational texts, <u>compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text</u> contributes to overall meaning, style, theme, or central idea. (RI&RL)	**2010 Standard** RL.11-12.5 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. RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Craft and Structure (9 - 12), Continued from previous page

Craft and Structure - Grades 9 - 10	Craft and Structure - Grades 11 - 12
2020 Standard R.9-10.6 Analyze how authors <u>employ</u> point of view, perspective, and purpose <u>to shape explicit and implicit messages</u> (e.g., examine rhetorical strategies, literary elements and devices). <u>Explain how an author's geographic location, identity, and culture affect perspective</u>. (RI & RL)	**2020 Standard** R.11-12.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RI & RL)
2010 Standard RL.9-10.6 ~~Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature~~. RI.9-10.6 ~~Determine~~ an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. *For reference, 2020 standard in grade 8* R.8.6 In literary texts, analyze <u>how the differences between the point of view, perspectives,</u> <u>and possible biases</u> <u>of the characters, the audience, or reader create effects such as</u> <u>mood and tone</u>. (RL) In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author <u>addresses</u> <u>conflicting evidence or viewpoints</u>. (RI)	**2010 Standard** RL.11-12.6 ~~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)~~. RI.11-12.6 ~~Determine~~ an author's point of view or purpose ~~in a text in which the rhetoric is particularly effective~~, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Integration of Knowledge and Ideas (9 - 12)

Integration of Knowledge and Ideas - Grades 9 - 10	Integration of Knowledge and Ideas - Grades 11 - 12
2020 Standard R.9-10.7 Analyze how a subject and/or content is presented in <u>two or more formats</u> by <u>determining which details are emphasized, altered, or absent in each account. (e.g., analyze the representation of a subject and/or content or key scene in two different formats).</u> (RI & RL)	**2020 Standard** R.11-12.7 In literary texts, analyze <u>multiple adaptations of a source text</u> as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), <u>specifically evaluating how each version interprets the source.</u> (RL) In informational texts, <u>integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem</u>. (RI)
2010 Standard RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., ~~Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus~~). RI.9-10.7 Analyze ~~various accounts~~ of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. *For reference, 2020 standard in grade 8* R.8.7 <u>Evaluate the advantages and disadvantages of using different media— print, audio, video, stage, or digital—to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text</u>. (RI&RL)	**2010 Standard** RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (~~Include at least one play by Shakespeare and one play by an American dramatist~~.) RI.9-10.7 ~~Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account~~.

Integration of Knowledge and Ideas (9 - 12), Continued on next page

Integration of Knowledge and Ideas (9 - 12), Continued from previous page

Integration of Knowledge and Ideas - Grades 9 - 10	Integration of Knowledge and Ideas - Grades 11 - 12
2020 Standard R.9-10.8 <u>Delineate</u> and evaluate an argument and specific claims in a text, assessing the validity or <u>fallacy</u> of key statements by examining whether the supporting evidence is relevant <u>and sufficient</u>. (RI)	**2020 Standard** R.11-12.8 Delineate and evaluate an argument in <u>applicable texts, applying a lens (e.g. constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.</u>) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI)
2010 Standard RL.9-10.8 Not applicable to literature. RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; ~~identify~~ false statements and fallacious reasoning. *For reference, 2020 standard in grade 8* R.8.8 Trace and evaluate an argument and specific claims in a text. Assess whether the reasoning is valid and the evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)	**2010 Standard** RL.11-12.8 Not applicable to literature. RI.11-12.8 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, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses~~).

Integration of Knowledge and Ideas (9 - 12), Continued from previous page

Integration of Knowledge and Ideas - Grades 9 - 10	Integration of Knowledge and Ideas - Grades 11 - 12
2020 Standard R.9-10.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	**2020 Standard** R.11-12.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)
2010 Standard RL.9-10.9 <u>Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)</u>. RI.9-10.9 ~~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 address related themes and concepts~~. *For reference, 2020 standard in grade 8* R.8.9 <u>Choose and develop criteria to</u> evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	**2010 Standard** RL.11-12.9 ~~Demonstrate knowledge of 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~~. RI.11-12.9 ~~Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features~~.

Range of Reading and Level of Text Complexity (9 - 12)

Range of Reading and Level of Text Complexity - Grades 9 - 10	Range of Reading and Level of Text Complexity - Grades 11 - 12
2020 Standards, Overarching Statement for all standards: Literate individuals are flexible; they respond to the varying demands of audience, task, purpose, and discipline. **2020 Standards, Overarching Statement for Reading:** Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.	
~~RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, 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 literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.~~ ~~RI.9-10.10 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 at the high end of the grades 9–10 text complexity band independently and proficiently.~~	~~RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.~~ ~~RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.~~

The 2020 Wisconsin Standards for English Language Arts replace the 2010 reading standard 10 with an overarching statement. The overarching statement aims to create readers who are able to read any grade-level (or beyond text). This happens through a curriculum that includes instruction and practice with texts in a variety of formats and genres, about a variety of topics, from varied time periods, and created by varied individuals (authors and illustrators). Further, instruction and practice provide opportunities to read for a variety of purposes, including but not limited to understanding other perspectives, gaining knowledge, self-reflection, and enjoyment.

Grade-level text is determined through a multi-dimensional model of text complexity that includes quantitative, qualitative, and reader and task dimensions. In addition, representation and diversity are critical components of text complexity and selection.

Writing, 2010 Standards compared to 2020 Revisions

This document is intended to be used beside existing curriculum to determine where revisions may need to be made to ensure curriculum is aligned with the most recent version (2020) of *Wisconsin's Standards for English Language Arts*.

For each section of the standards, the first row of each page shows the 2020 standard; each is labeled as "2020 Standard". The second row shows the corresponding 2010 standard (or standards); each is labeled as "2010 Standard".

- Red font in the 2020 standard indicates that a change was made.
- Strikethrough in the 2010 standard indicates that content was removed entirely.
- Underlining is used to show how a standard changes between grade-levels; underlining is included only on the 2020 standard.

For Writing, the following revisions were made (in addition to revisions in the language of the grade-level standards):

- This overarching statement was added and can be found on p. 15 of the Introduction, as well as on each page with grade-level standards:
  - "[Students Will]Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames."
- Standard 10 was eliminated
- Writing Standard 4 was updated to reflect students' ability to make intentional and informed decisions when they produce writing, as well as produce writing that are culturally-sustaining and rhetorically authentic to task, purpose, and audience.
- Writing Standard 1 was updated to elevate three writing modes in the standards, creative writing, formal writing, and reflective writing. Writing is a recursive process, which is why standard one is presented uniformly across all grade levels.
- 2010 Standards W 1-3 have been redistributed into 2020 writing standards W2 and W3 to intentionally connect with the 2020 writing standard W1 with greater coherence.
- Writing Standard 6 was updated to reflect students' ability to use and intentionally select a variety of forms and technologies to produce and publish clear and coherent writing.

Text Types and Purposes - Kindergarten	Text Types and Purposes - Grade 1	Text Types and Purposes - Grade 2
2020 Standard	2020 Standard	2020 Standard
W.K.1 Use a combination of drawing, dictating, and writing to compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	W.1.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	W.2.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
2010 Standards	2010 Standards	2010 Standards
W.K.1 (see W.K.2a) ~~Us~~e 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 . . .).~~	W.1.1. (see W.K.2a) ~~e~~ 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.	W.2.1 (see W.K.2a) Write opinion pieces in which they introduce the 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 opinion and reasons, and provide a concluding statement or section.
2020 Standard	2020 Standard	2020 Standard
W.K.2 Use a combination of drawing, dictating, and writing to compose text in a variety of modes: a. Opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. b. Informative/explanatory text in which they name what they are writing about and supply some information about the topic. c. Convey events, real or imagined and narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	W.1.2 Write text in a variety of modes: a. Opinion pieces in which they <u>introduce</u> the topic or name the text they are writing about, state an opinion, <u>supply a reason for the opinion, and provide some sense of closure.</u> b. Informative/explanatory text in <u>which they name a topic, supply some facts about the topic, and provide some sense of closure.</u> c. Convey events, real or imagined, <u>through narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</u>	W.2.2 Write text in a variety of modes: a. Opinion pieces in which they introduce the topic or text they are writing about, state an opinion, <u>supply reasons that support the opinion, using words</u> for emphasis, addition, contrast, or order to connect opinion and reasons, <u>and provide a concluding statement or section.</u> b. Informative/explanatory text in which <u>they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</u> c. Convey events, real or imagined, through narratives in which they recount <u>a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</u>

Text Types and Purposes - Kindergarten	Text Types and Purposes - Grade 1	Text Types and Purposes - Grade 2
2010 Standard	2010 Standard	2010 Standard
W.K.2 (see W.K.3b 2020) 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.	W.1.2 (see W.K.3b 2020)Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	W.2.2 (see W.K.3b 2020)Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2020 Standard	2020 Standard	2020 Standard
W.K.3 Use a combination of drawing, dictating, and writing to compose text that utilizes: a. Organization: provide a sense of structure, attempt an introduction. b. Word Choice (including domain specific): use words familiar to the student.	W.1.3 Create writing that utilizes: a. Organization: provide a beginning, middle and a simple ending. b. Transitions: simple word transitions and temporal words/pictures that link ideas. c. Word Choice (including domain specific): experiments with descriptive words to describe feelings, events and images.	W.2.3 Create writing that utilizes: a. Organization: provide a beginning, middle and ending, that works cohesively to promote the central theme of the text. b. Transitions: use transitions to link and build connections between ideas, text, and events. c. Word Choice (including domain specific): uses descriptive words to demonstrate creativity and to provide vivid examples of feelings, events and images.
2010 Standard	2010 Standard	2010 Standard
W.K.3 (see W.K.2c 2020)Use a combination of drawing, dictating, 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.	W.1.3 (see W.K.2c 2020)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.	W.2.3 (see W.K.2c 2020) Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing - Kindergarten	Production and Distribution of Writing - Grade 1	Production and Distribution of Writing - Grade 2
2020 Standard	2020 Standard	2020 Standard
W.K.4 With guidance and support from adults, use a combination of drawing, dictating and writing to compose text in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.1.4 With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.2.4 With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
2010 Standard	2010 Standard	2010 Standard
W.K.4 (Begins in grade 3)	W.1.4 (Begins in grade 3)	W.2.4. (Begins in grade 3)
2020 Standard	2020 Standard	2020 Standard
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	W.1.5 With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
2010 Standard	2010 Standard	2010 Standard
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
2020 Standard	2020 Standard	2020 Standard
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper and lower case letters), cursive, and/or typing.	W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper and lower case letters), cursive, and/or typing.	W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper and lower case letters), cursive, and/or typing.
2010 Standard	2010 Standard	2010 Standard
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Inquiry to Build and Present Knowledge - Kindergarten	Inquiry to Build and Present Knowledge - Grade 1	Inquiry to Build and Present Knowledge - Grade 2
2020 Standard	2020 Standard	2020 Standard
W.K.7 Participate in shared inquiry and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	W.1.7 Participate in shared inquiry and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	W.2.7 Participate in shared and independent inquiry and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
2010 Standard	2010 Standard	2010 Standard
W.K.7 Participate in shared ~~research~~ and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	W.1.7 Participate in shared ~~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).	W.2.7 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).
2020 Standard	2020 Standard	2020 Standard
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
2010 Standard	2010 Standard	2010 Standard
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
2020 Standard	2020 Standard	2020 Standard
W.K.9 With guidance and support from adults, recall facts from literary and informational text to research characters, setting, key detail, specified information, and ideas presented in a text.	W.1.9 With guidance and support from adults, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.	W.2.9 With guidance and support from adults and peers, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.
2010 Standard	2010 Standard	2010 Standard
W.K.9 ~~Begins in grade 4)~~	W.1.9 ~~(Begins in grade 4)~~	W.2.9 ~~(Begins in grade 4)~~

Text Types and Purposes - Grade 3	Text Types and Purposes - Grade 4	Text Types and Purposes - Grade 5
2020 Standard	2020 Standard	2020 Standard
W.3.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	W.4.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	W.5.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
2010 Standards	2010 Standards	2010 Standards
W.3.1 (see W.3.2a 2020)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 support the opinion.~~ c. ~~Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.~~ d.(see standard 3.3a 2020) ~~Provide~~ a concluding statement ~~or section~~.	W.4.1 (see W.4.2a 2020)Write opinion pieces on topics or texts,~~supporting a point of view with reasons and information.~~ a. (see standard W.4.2a 2020) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's ~~purpose~~. b. Provide reasons~~that are supported by facts and details.~~ c. ~~Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).~~ d. (see standard 3.3a 2020) Provide a concluding statement or section related ~~to the opinion presented.~~	W.5.1 (see W.5.2a 2020) Write opinion pieces on topics or texts,~~supporting a point of view with reasons and information.~~ a. (see standard W5.2a 2020) 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. c. ~~Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).~~ d.~~Provide a concluding statement or section related to the opinion presented.~~

Text Types and Purposes - Grade 3	Text Types and Purposes - Grade 4	Text Types and Purposes - Grade 5
2020 Standard	2020 Standard	2020 Standard
W.3.2 Write text in a variety of modes: a. Opinion pieces in which the student supports a point of view about a topic or text they are writing about, state an opinion, list reasons that support the opinion. b. Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points. c. Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations.	W.4.2 Write text in a variety of modes: a. Opinion pieces in which the student introduces the topic or text they are writing about, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose. List reasons that support the opinion. b. Informative texts in which they clearly introduce a topic, group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. Use facts, definitions and details to develop points. c. Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	W.5.2 Write text in a variety of modes: a. Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose. b. Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information. c. Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

Text Types and Purposes - Grade 3	Text Types and Purposes - Grade 4	Text Types and Purposes - Grade 5
2010 Standard	2010 Standard	2010 Standard
W.3.2 (see W3.2b 2020) Write informative/~~explanatory~~ texts ~~to examine a topic and convey ideas and information clearly.~~ a. Introduce a topic ~~and 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. (see W.3.3a) Provide a concluding statement ~~or section.~~	W.4.2 (see W4.2b 2020) Write informative ~~/explanatory~~ texts ~~to examine a topic and convey ideas and information clearly.~~ a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. ~~Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.~~ c. ~~Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).~~ d. ~~Use precise language and domain-specific vocabulary to inform about or explain the topic.~~ e. (see W.4.3a) Provide a concluding statement ~~or section~~ related ~~to the information or explanation presented.~~	W.5.2 (see W.5.2b 2020) Write informative/~~explanatory~~ texts ~~to examine atopic and convey ideas and information clearly.~~ a. Introduce a topic clearly, ~~provide a general observation and focus, and group related~~ information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. ~~Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic~~ c. ~~Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).~~ d. ~~Use precise language and domain-specific vocabulary to inform about or explain the topic.~~ e.(see W.5.3a) ~~Provide~~ a concluding statement ~~or section~~ related ~~to the information or explanation Presented.~~
Text Types and Purposes - Grade 3	Text Types and Purposes - Grade 4	Text Types and Purposes - Grade 5
2020 Standard	2020 Standard	2020 Standard

W.3.3 Create writing that utilizes:	W.4.3 Create writing that utilizes:	W.5.3 Create writing that utilizes:
a. Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing. b. Transitions: use of prompts, words and phrases to signal event order and to link and build connections between ideas, text, and events. c. Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.	a. Organization: include an introduction that establishes a purpose and provides a concluding statement related to the body of the composition. Structure of text reflects the purpose. b. Transitions: use of phrases to signal event order and to link and build connections between ideas, text, and events. c. Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.	a. Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition. b. Transitions: use a variety of transitional words and phrases that logically connect and develop ideas. c. Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.
Text Types and Purposes - Grade 3	Text Types and Purposes - Grade 4	Text Types and Purposes - Grade 5
2010 Standard	2010 Standard	2010 Standard
W.3.3 (see W.3.2c 2020) Write narratives to develop real or imagined experiences or events ~~using effective technique,~~ 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.~~	W.4.3 (see W.4.2c 2020) Write narratives ~~to develop~~ real or imagined ~~experiences or events using effective technique, 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 dialogue and description to develop experiences and events or show the responses of characters to situations. c. ~~Use a variety of transitional words and phrases to manage the sequence of events.~~ d. ~~Use concrete words and phrases and sensory details to convey experiences and events precisely.~~ e. (see W.4.3a 2020) ~~Provide a~~ conclusion ~~that follows from the narrated experiences or events.~~	W.5.3 Write narratives ~~to develop~~ real or imagined experiences or events using ~~effective~~ technique, ~~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. e. (see W.5.3a 2020) ~~Provide a~~ conclusion ~~that follows from the narrated experiences or events.~~

Production and Distribution of Writing - Grade 3	Production and Distribution of Writing - Grade 4	Production and Distribution of Writing - Grade 5
2020 Standard	2020 Standard	2020 Standard
W.3.4 With support from adults and peers, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.4.4 Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.5.4 Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
2010 Standard	2010 Standard	2010 Standard
W.3.4 With guidance and support from adults, produce writing in which the development and organization are ~~appropriate~~ to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.4.4 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.)	W.5.4 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.)
2020 Standard	2020 Standard	2020 Standard
W.3.5 With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing.	W.4.5 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.	W.5.5 Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.
Production and Distribution of Writing - Grade 3	Production and Distribution of Writing - Grade 4	Production and Distribution of Writing - Grade 5
2010 Standard	2010 Standard	2010 Standard
W.3.5 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 29.)~~	W.4.5 ~~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 4 on pages 28 and 29.)~~	W.5.5 ~~With guidance and support from peers and adults,~~ develop ~~and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)~~
2020 Standard	2020 Standard	2020 Standard
W.3.6 With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to	W.4.6 With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with	W.5.6 With some guidance and support from adults, they intentionally select a variety of digital tools to produce and publish writing, including in

produce writing through printing, cursive, and/or typing.	peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).	collaboration with peers. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of two pages in a single sitting).
2010 Standard	2010 Standard	2010 Standard
W.3.6 With guidance and support from adults, use ~~technology~~ to produce and publish writing ~~(using keyboarding skills) as well as to interact and~~ collaborate with others.	W.4.6 With some guidance and support from adults, use ~~technology, including the Internet~~, to produce and publish writing ~~as well as to interact and~~ collaborate ~~with others~~; ~~demonstrate~~ sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	W.5.6 With some guidance and support from adults, ~~use technology, including the Internet~~, to produce and publish writing ~~as well as to interact and~~ collaborate with ~~others~~; ~~demonstrate~~ sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Inquiry to Build and Present Knowledge - Grade 3	Inquiry to Build and Present Knowledge - Grade 4	Inquiry to Build and Present Knowledge - Grade 5
2020 Standard	2020 Standard	2020 Standard
W.3.7 Conduct short inquiry projects that build knowledge about a topic.	W.3.7 Conduct short inquiry projects that build knowledge <u>through investigation of different aspects of a topic.</u>	W.5.7 Conduct short <u>student-driven inquiry</u> projects <u>that use several sources to build knowledge through investigation of different aspects of a topic.</u>
2010 Standard	2010 Standard	2010 Standard
W.3.7 Conduct short research projects that build knowledge about a topic.	W.3.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	W.5.7 Conduct short ~~research~~ projects that use several sources to build knowledge through investigation of different aspects of a topic.
2020 Standard	2020 Standard	2020 Standard
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	W.4.8 Recall <u>relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.</u>	W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; <u>summarize or paraphrase information in notes and finished work, and provide a list of sources.</u>
2010 Standard	2010 Standard	2010 Standard
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
2020 Standard	2020 Standard	2020 Standard
W.3.9 Recall facts from literary or informational texts to support reflection, and inquiry.	W.4.9 <u>Recall and use</u> facts from literary or informational texts to support analysis, reflection, and <u>inquiry.</u>	W.5.9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.</u>
Inquiry to Build and Present Knowledge - Grade 3	Inquiry to Build and Present Knowledge - Grade 4	Inquiry to Build and Present Knowledge - Grade 5
2010 Standard	2010 Standard	2010 Standard
W.3.9 ~~(Begins in grade 4)~~	W.4.9 ~~Draw evidence from~~ literary or informational texts to support analysis, reflection, and ~~research.~~ ~~a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or~~	W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and ~~research.~~ ~~a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more~~

	~~event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").~~ ~~b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").~~	~~characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").~~ ~~b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").~~

Text Types and Purposes - Grade 6	Text Types and Purposes - Grade 7	Text Types and Purposes - Grade 8
2020 Standard	2020 Standard	2020 Standard
W.6.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	W.7.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	W.8.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
2010 Standards	2010 Standards	2010 Standards
W.6.1 (see W.6.2a 2020)Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e.(see standard 6.3a 2020) Provide a concluding statement or section that follows from the argument presented.	W.7.1 (see W.7.2a 2020)Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. (see W.7.3c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. (see W. 7.3a 2020) Provide a concluding statement or section that follows from and supports the argument presented.	W.8.1 (see W.8.2a 2020) Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. (see W. 7.3a 2020)Provide a concluding statement or section that follows from and supports the argument presented.
Text Types and Purposes - Grade 6	Text Types and Purposes - Grade 7	Text Types and Purposes - Grade 8
2020 Standard	2020 Standard	2020 Standard
W.6.2 Write text in a variety of modes: a. Write arguments to support claims with clear reasons, relevant evidence, and literary theory. b. Write informative texts to examine a topic and convey ideas, concepts, and information	W.7.2 Write text in a variety of modes: a. Write arguments to support claims with clear reasons, relevant evidence and literary theory. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Use accurate, credible sources.	W.8.2 Write text in a variety of modes: a. Write arguments to introduce and support claim(s) using logical reasoning, relevant evidence and literary theory. Use accurate, credible sources and demonstrate an understanding of the topic or text, acknowledge and distinguish the claim(s)

through the selection, organization, and analysis of relevant content.

c.   Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences.

b. Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content <u>by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information</u> <u style="color:red">into broader categories</u><u>; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u>

c.   Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event <u>sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description,</u> <u style="color:red">and reflection</u><u>, to develop experiences, events, and characters.</u>

<u>from alternate or opposing claims, and organize the reasons and evidence logically.</u>

b. Write informative text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

c.   Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.

Text Types and Purposes - Grade 6	Text Types and Purposes- Grade 7	Text Types and Purposes -Grade 8
2010 Standard	2010 Standard	2010 Standard
W.6.2 (see W.6.2b 2020) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. (see W.6.3a 2020)Introduce a topic; organize ideas, concepts, and information, ~~using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g. headings), graphics (e.g., charts, tables), and multimedia when useful to aiding Comprehension.~~ b. ~~Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.~~ c. (see W.6.3a 2020)Use appropriate transitions to clarify the relationships among ideas and concepts. d. ~~Use precise language and domain-specific vocabulary to inform about or explain the Topic.~~ e. ~~Establish and maintain a formal style.~~ f. (see W.6.3a 2020)Provide a concluding statement ~~or section that follows from the information or explanation presented.~~	W.7.2 (see W.7.2b 2020)Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. (see W.7.2b 2020~~Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition,classification, comparison/contrast, and cause/effect;~~ include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b.(see W.6.3a 2020) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. (see W.7.3b 2020) Use appropriate transitions to create ~~cohesion and clarify the relationships among ideas and concepts.~~ d. ~~Use precise language and domain-specific vocabulary to inform about or explain the topic.~~ e.~~Establish and maintain a formal style.~~ f. (see W.7.3a 2020) Provide a concluding statement ~~or section that follows from and supports the information or explanation presented.~~	W.8.2 (see W.8.2b 2020)Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. ~~Introduce a topic clearly, previewing what is to follow;~~organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. (see W.7.3b 2020) Use ~~appropriate~~ and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d.~~Use precise language and domain-specific vocabulary to inform about or explain the topic.~~ e. ~~Establish and maintain a formal style.~~ f. (see W.8.3a 2020)Provide a concluding statement ~~or section that follows from and supports the information or explanation presented.~~

Text Types and Purposes - Grade 6	Text Types and Purposes- Grade 7	Text Types and Purposes -Grade 8
2020 Standard	2020 Standard	2020 Standard
W.6.3 Create writing that utilizes: a. Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. b. Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. c. Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events.	W.7.3 Create writing that utilizes: a. Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. b. Transitions: use a variety of appropriate transitions that connect and develop ideas. c. Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.	W.8.3 Create writing that utilizes: a. Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. b. Transitions: varied transitions to create cohesion and clarity among ideas and concepts. c. Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader.
Text Types and Purposes - Grade 6	Text Types and Purposes- Grade 7	Text Types and Purposes -Grade 8
2010 Standard	2010 Standard	2010 Standard
W.6.3 (see W.6.2c 2020) Write narratives to develop real or imagined experiences or events using ~~effective technique~~,relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use ~~narrative~~ techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. (see W.6.3b 2020) Use a ~~variety~~ of transition ~~words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.~~	W.7.3 (see W.7.2c 2020) Write narratives to develop real or imagined experiences or events using ~~effective technique~~, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence ~~that unfolds naturally and~~ logically. b. Use ~~narrative~~ techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. (see W.7.3b 2020) Use a variety of transition words, ~~phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.~~	W.8.3 (see W.8.2c 2020) Write narratives to develop real or imagined experiences or events using ~~effective technique~~, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence ~~that unfolds naturally and~~ logically. b. Use ~~narrative~~ techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. (see W.8.3b 2020)Use a variety of transition words, ~~phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and Events.~~

d. (see W.6.3c 2020) Use precise ~~words and phrases, relevant descriptive details~~, and sensory language to ~~convey~~ experiences and events. e. (see W.6.3a 2020)) Provide a conclusion ~~that follows from the narrated experiences or events.~~	d. (see W.7.3c 2020)Use ~~precise~~ words and phrases, ~~relevant descriptive details~~, and sensory language to ~~capture the action and convey~~ experiences and events. e.(see W.7.3a 2020) Provide a conclusion ~~that follows from and reflects on the narrated experiences or events.~~	d. ~~Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.~~ e. (see W.8.3a 2020)Provide a conclusion ~~that follows from and reflects on the narrated experiences or events.~~

Production and Distribution of Writing - Grade 6	Production and Distribution of Writing - Grade 7	Production and Distribution of Writing - Grade 8
2020 Standard	2020 Standard	2020 Standard
W.6.4 Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.7.4 Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.8.4 Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
2010 Standard	2010 Standard	2010 Standard
W.6.4 Produce clear and coherent writing in which the development, organization, and style are ~~appropriate~~ to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.7.4 Produce clear and coherent writing in which the development, organization, and style are ~~appropriate~~ to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.8.4 Produce clear and coherent writing in which the development, organization, and style are ~~appropriate~~ to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
2020 Standard	2020 Standard	2020 Standard
W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
2010 Standard	2010 Standard	2010 Standard
W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. ~~(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)~~	W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. ~~(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)~~	W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. ~~(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)~~
Production and Distribution of Writing - Grade 6	Production and Distribution of Writing - Grade 7	Production and Distribution of Writing - Grade 8
2020 Standard	2020 Standard	2020 Standard
W.6.6 Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to	W.7.6 Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to	W.8.6 Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to

produce and publish writing and present the relationships between information and ideas efficiently, as well as, to interact and collaborate with others. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of three pages in a single sitting), selecting the method(s) best suited for audience and purpose.	produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, <u>including linking to and citing sources.</u>	produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
2010 Standard	2010 Standard	2010 Standard
W.6.6　Use technology, ~~including the Internet~~, to produce and publish writing as well as to interact and collaborate with others; ~~demonstrate~~ sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	W.7.6　Use technology, ~~including the Internet~~, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	W.8.6　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.

Inquiry to Build and Present Knowledge - Grade 6	Inquiry to Build and Present Knowledge - Grade 7	Inquiry to Build and Present Knowledge - Grade 8
2020 Standard	2020 Standard	2020 Standard
W.6.7 Conduct short inquiry projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	W.7.7 Conduct short inquiry projects to answer a question, drawing on several sources <u>and generating additional related, focused questions for further research and investigation.</u>	W.8.7 Conduct short inquiry projects to answer a question <u>(including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</u>
2010 Standard	2010 Standard	2010 Standard
W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
2020 Standard	2020 Standard	2020 Standard
W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	W.7.8 Gather relevant information from multiple print and digital sources, <u>using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</u>	W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
2010 Standard	2010 Standard	2010 Standard
W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
2020 Standard	2020 Standard	2020 Standard
W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 6 Reading standards)	W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 7 Reading standards)	W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 8 Reading standards)
Inquiry to Build and Present Knowledge - Grade 6	Inquiry to Build and Present Knowledge - Grade 7	Inquiry to Build and Present Knowledge - Grade 8
2010 Standard	2010 Standard	2010 Standard
W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and	W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and ~~research.~~	W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and

research.

a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

research.

a. 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").

b. 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").

Text Types and Purposes - Grades 9-10	Text Types and Purposes - Grades 11-12
2020 Standard	2020 Standard
W.9-10.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	W.11-12.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
2010 Standards	2010 Standards
W.9-10.1 (see W.9-10.2a 2020)Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. ~~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 counterclaims.~~ d. ~~Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.~~ e. (see standard W.9-10.3a 2020) Provide a concluding statement ~~or section that follows from and supports the argument presented.~~	W.11-12.1 (see W.11-12.2a 2020)Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise~~, knowledgeable~~ claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that ~~logically sequences claim(s), counterclaims, reasons, and evidence.~~ b. Develop claim(s) and counterclaims fairly and thoroughly, supplying ~~the most~~ relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, ~~values, and possible biases.~~ c. ~~Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.~~ d. ~~Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.~~ e. (see standard W.9-10.3a 2020)Provide a concluding statement ~~or section that follows from and supports the argument presented.~~
Text Types and Purposes - Grades 9-10	Text Types and Purposes - Grades 11-12
2020 Standard	2020 Standard
W.9-10.2 Write text in a variety of modes: a. Write arguments and literary analysis to support claims in an analysis of substantive topics or texts, using valid reasoning, literary theory, and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among	W.11-12.2 Write text in a variety of modes: a. Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning, literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an

claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

b. Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

c. Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

b. Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

c. Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

Text Types and Purposes - Grades 9-10	Text Types and Purposes - Grades 11-12
2010 Standard	2010 Standard
W.9-10.2 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 to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. (see W.9-10.3b 2020) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. ~~Use precise language and domain-specific vocabulary to manage the complexity of the topic.~~ 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.~~ f. (see W.9-10.3a) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	W.11-12.2 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 ~~so that each new element builds on that which precedes it to create a unified whole~~; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic ~~thoroughly~~ by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. (see W.11-12.3b 2020) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. ~~Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.~~ 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.~~ f. (see W.11-12.3a 2020) Provide a concluding statement or ~~section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).~~
Text Types and Purposes - Grades 9-10	Text Types and Purposes - Grades 11-12
2020 Standard	2020 Standard
W.9-10.3 Create writing that utilizes: a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.	W.11-12.3 Create writing that utilizes: a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.

b. Transitions: <u>use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</u> c. Word Choice (including domain specific): <u>use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.</u>	b. Transitions: use appropriate and varied transitions <u>and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</u> c. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. <u>Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</u>
2010 Standard	2010 Standard

W.9-10.3 Write narratives to develop real or imagined experiences or events using ~~effective technique, well-chosen~~ details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing ~~one or multiple~~ point~~(s)~~ of view, and introducing a narrator and/or characters; ~~create a smooth progression of experiences or events.~~ b. Use narrative techniques, such as dialogue, pacing, description, reflection, ~~and multiple plot lines~~, to develop experiences, events, and/or characters. c. ~~Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.~~ d. ~~Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.~~ e.(see W.9-10.3a 202) Provide a conclusion that follows from and ~~reflects on what is experienced, observed, or resolved over the course of the narrative.~~	W.11-12.3 Write narratives to develop real or imagined experiences or events using ~~effective technique, well-chosen~~ details, and well-structured event sequences. a. Engage and orient the reader by setting ~~out a problem, situation, or observation and its significance, establishing one or multiple~~ point~~(s)~~ of view, and introducing a narrator and/or characters; ~~create a smooth progression of experiences or events.~~ b. Use narrative techniques, such as dialogue, pacing, description, reflection, ~~and multiple plot lines~~, to develop experiences, events, and/or characters. c. ~~Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).~~ d. ~~Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.~~ e. (see W.11-12.3a 2020) Provide a conclusion that follows from a~~nd reflects on what is experienced, observed, or resolved over the course of the narrative.~~

Production and Distribution of Writing - Grades 9-10	Production and Distribution of Writing - Grades 11-12
2020 Standard	2020 Standard
W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
2010 Standard	2010 Standard
W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are ~~appropriate~~ to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are ~~appropriate~~ to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
2020 Standard	2020 Standard
W.9-10.5 Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	W.11-12.5 Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
2010 Standard	2010 Standard
W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. ~~(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)~~	W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. ~~(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)~~
2020 Standard	2020 Standard
W.9-10.6 Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for: a. connecting writers and readers,	W.11-12.6 Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for: a. connecting writers and readers,

<u>b. producing accessible experiences for specific audiences, and</u> <u>c. dynamically and flexibly matching modes with ideas to communicate with readers.</u>	b. producing accessible experiences for specific audiences, and c. dynamically and flexibly matching modes with ideas to communicate with readers.
Production and Distribution of Writing - Grades 9-10	**Production and Distribution of Writing - Grades 11-12**
2010 Standard	2010 Standard
W.9-10.6 Use technology,~~including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.~~	W.11-12.6 Use technology,~~including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.~~

Inquiry to Build and Present Knowledge - Grades 9-10	Inquiry to Build and Present Knowledge - Grades 11-12
2020 Standard	2020 Standard
W.9-10.7 Conduct short <u>as well as more sustained research projects to answer a question</u> <u>(including a self-generated question) or solve a problem</u> that is rhetorically authentic and culturally-sustaining; <u>narrow or broaden the inquiry when</u> <u>appropriate; synthesize multiple sources on the subject, demonstrating an</u> <u>understanding of the subject under investigation.</u>	W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
2010 Standard	2010 Standard
W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
2020 Standard	2020 Standard
W.9-10.8 Gather relevant information from <u>multiple authoritative print and digital,</u> <u>academic and popular sources, using advanced searches effectively; assess the</u> <u>usefulness of each source in answering the research question; integrate</u> <u>information into the text to maintain the flow of ideas, avoiding plagiarism and</u> <u>following a standard format for citation.</u>	W.11-12.8 Gather relevant information from multiple authoritative print and digital <u>sources, using advanced searches effectively; assess the strengths and</u> <u>limitations of each source in terms of the task, purpose, and audience; integrate</u> <u>information into the text selectively to maintain the flow of ideas, avoiding</u> <u>plagiarism and overreliance on any one source and following a standard format</u> <u>for citation.</u>
2010 Standard	2010 Standard
W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
2020 Standard	2020 Standard
W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 9-10 Reading standards)	W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 11-12 Reading standards)
Inquiry to Build and Present Knowledge - Grades 9-10	Inquiry to Build and Present Knowledge - Grades 11-12
2010 Standard	2010 Standard

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").	a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of 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").
b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

Speaking & Listening, 2010 Standards compared to 2020 Revisions

This document is intended to be used beside existing curriculum to determine where revisions may need to be made to ensure curriculum is aligned with the most recent version (2020) of *Wisconsin's Standards for English Language Arts*.

For each section of the standards, the first row of each page shows the 2020 standard; each is labeled as "2020 Standard". The second row shows the corresponding 2010 standard (or standards); each is labeled as "2010 Standard".

- Red font in the 2020 standard indicates that a change was made.
- Strikethrough in the 2010 standard indicates that content was removed entirely.
- Underlining is used to show how a standard changes between grade-levels; underlining is included only on the 2020 standard.

For Speaking & Listening standards, the following revisions were made (in addition to revisions in the language of the grade-level standards):

- This overarching statement was added and can be found on p. 15 of the Introduction, as well as on each page with grade-level standards:
  - "[Students will] Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context."
- Standard 6 was eliminated.
- Language pertaining to integrating multimedia components was updated to reflect students' abilities to use technology.

Anchor Standards

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

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

Presentation of Knowledge and Ideas

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

Comprehension and Collaboration - Kindergarten	Comprehension and Collaboration - Grade 1	Comprehension and Collaboration - Grade 2
2020 Standard	**2020 Standard**	**2020 Standard**
SL.K.1 With guidance and support, participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon norms and participate by actively listening, taking turns, and staying on topic. b. Participate in a conversation through multiple exchanges. c. Ask questions about the topic/text. d. Consider individual differences when communicating with others.	SL.1.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. a. With guidance and support, follow agreed-upon norms for discussions and participate by actively listening, taking turns, and staying on topic. b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. d. Consider individual differences when communicating with others.	SL.2.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon norms for discussions and participate by actively listening, taking turns, gaining the floor in respectful ways and staying on topic. b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. d. Consider individual differences when communicating with others.
2010 Standard	**2010 Standard**	**2010 Standard**
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.	1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon ~~rules~~ for discussions (e.g., 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 responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. .	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..

Comprehension and Collaboration - Kindergarten	Comprehension and Collaboration - Grade 1	Comprehension and Collaboration - Grade 2
2020 Standard	**2020 Standard**	**2020 Standard**
SL.K.2 With guidance and support, ask and answer questions about key details in a text read aloud or information presented orally or through other media.	SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
2010 Standard	**2010 Standard**	**2010 Standard**
2. ~~Confirm understanding of~~ a text read aloud or information presented orally or through other media by asking and answering questions about key details ~~and requesting clarification if something is not understood.~~	2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
2020 Standard	**2020 Standard**	**2020 Standard**
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	SL.2.3 Ask and answer questions about what a speaker says in order to gather additional information, or clarify something that is not understood, or expand on the topic.
2010 Standard	**2010 Standard**	**2010 Standard**
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	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 - Kindergarten	Presentation of Knowledge and Ideas - Grade 1	Presentation of Knowledge and Ideas - Grade 2
2020 Standard	**2020 Standard**	**2020 Standard**
SL.K.4　<u>With guidance and support</u>, describe familiar <u>people, places, things, and events.</u>	SL.1.4　<u>Describe people, places, things, and events with relevant details, expressing ideas clearly.</u>	SL.2.4　<u>Tell a story or recount an experience with descriptive details,</u> expressing ideas clearly.
2010 Standard	**2010 Standard**	**2010 Standard**
4. Describe familiar people, places, things, and events and, ~~with prompting and support, provide additional detail.~~	4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	4. Tell a story or recount an experience with ~~appropriate facts~~ and relevant, descriptive details, ~~speaking audibly in coherent sentences.~~
2020 Standard	**2020 Standard**	**2020 Standard**
SL.K.5　<u>With guidance and support, create an original or utilize existing</u> visual displays <u>to support descriptions</u>.	SL.1.5　<u>Create an original or utilize existing</u> visual displays to support descriptions <u>to clarify ideas, thoughts, and feelings.</u>	SL.2.5　<u>Include digital media and visual displays in presentations</u> to clarify or support ideas, thoughts, and feelings.
2010 Standard	**2010 Standard**	**2010 Standard**
5. ~~Add drawings~~ or other visual displays to descriptions ~~as desired to provide additional detail.~~	5. ~~Add drawings~~ or other visual displays to descriptions ~~when appropriate~~ to clarify ideas, thoughts, and feelings.	5. ~~Create audio recordings of stories or poems; add drawin~~gs or other visual displays ~~to stories or recounts of experiences when appropriate~~ to clarify ideas, thoughts, and feelings.

Comprehension and Collaboration - Grade 3	Comprehension and Collaboration - Grade 4	Comprehension and Collaboration - Grade 5
2020 Standard	**2020 Standard**	**2020 Standard**
SL.3.1 <u>Engage effectively</u> in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, <u>building on others' ideas and expressing one's thinking clearly.</u> a. <u>Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion</u>. b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. <u>Explain their own ideas and understanding in light of the discussion.</u>	SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly. a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion. b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). c. <u>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</u> d. <u>Review the key ideas expressed</u> and explain their own ideas and understanding in light of the discussion.	SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly. a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion. b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). c. Pose and respond to specific questions by making comments that contribute to the discussion and <u>elaborate on the remarks of others.</u> d. Review the key ideas expressed and <u>draw conclusions in light of information and knowledge gained from the discussion.</u>
2010 Standard	**2010 Standard**	**2010 Standard**

| 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) 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 and understanding in light of the discussion. | 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 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 and ~~carry out assigned roles.~~

   c.   Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

   d.   Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

. | 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 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 and ~~carry out assigned roles.~~

   c.   Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

   d.   Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |

Comprehension and Collaboration - Grade 3	Comprehension and Collaboration - Grade 4	Comprehension and Collaboration - Grade 5
2020 Standard	**2020 Standard**	**2020 Standard**
SL.3.2 Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats.	SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats.	SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats.
2010 Standard	**2010 Standard**	**2010 Standard**
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.~~	2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, ~~including visually, quantitatively, and orally.~~	2. Summarize a written text read aloud or information presented in diverse media and formats, ~~including visually, quantitatively, and orally.~~
2020 Standard	**2020 Standard**	**2020 Standard**
SL.3.3 Ask and answer questions about information from a speaker, offering elaboration and detail.	SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
2010 Standard	**2010 Standard**	**2010 Standard**
3. Ask and answer questions about information from a speaker, offering ~~appropriate~~ elaboration and detail.	3. Identify the reasons and evidence a speaker provides to support particular points.	3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas - Grade 3	Presentation of Knowledge and Ideas - Grade 4	Presentation of Knowledge and Ideas - Grade 5
2020 Standard	**2020 Standard**	**2020 Standard**
SL.3.4 Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.4.4 Report on a topic or text, tell a story, read a poem, or recount an experience in an organized manner, using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.	SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.
2010 Standard	**2010 Standard**	**2010 Standard**
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.	4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
2020 Standard	**2020 Standard**	**2020 Standard**
SL.3.5 Include digital media and visual displays in presentations to enhance certain facts and details.	SL.4.5 Integrate audio and visual content in presentations to enhance the development of main ideas or themes.	SL.5.5 Integrate multimedia components (e.g., graphics, sound) and visual displays in presentations to enhance the development of main ideas or themes.
2010 Standard	**2010 Standard**	**2010 Standard**
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.	5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Comprehension and Collaboration - Grade 6	Comprehension and Collaboration - Grade 7	Comprehension and Collaboration - Grade 8
2020 Standard	**2020 Standard**	**2020 Standard**
SL.6.1　Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly. a.　Come to discussions prepared and explicitly draw on that preparation by <u>referring to evidence on the topic, text, or issue.</u> <u>Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.</u> b.　With guidance and support, <u>set specific norms</u> and goals <u>for collegial discussions</u> (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). c.　Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d.　Review the key ideas expressed and <u>demonstrate an understanding of multiple perspectives through reflection and paraphrasing.</u>	SL.7.1　Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly. a.　Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. b.　With guidance and support, <u>set and track</u> specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). c.　<u>Pose questions that invite elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Promote multiple perspectives.</u> d.　Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing.	SL.8.1　Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly. a.　Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. b.　Set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion), and <u>monitor progress toward goals</u>. c.　<u>Pose questions that connect the ideas of several speakers</u>, and respond to others' questions and comments with relevant evidence, observations, and ideas. Promote multiple perspectives. d.　<u>Evaluate</u> new information expressed by others and, <u>when warranted, qualify or justify one's own views in light of the evidence presented.</u>
2010 Standard	**2010 Standard**	**2010 Standard**

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, 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 by referring to evidence on the topic, text, or issue to probe ~~and reflect on~~ ideas under discussion.
 	
  b. ~~Follow rules~~ for collegial discussions, set specific goals ~~and deadlines, and define individual roles as needed.~~
 	
  c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 	
  d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and
	
	expressing their own clearly.
	
	  a. 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~~.
	
	  b. ~~Follow rules~~ for collegial discussions, track progress toward specific goals ~~and deadlines, and define individual roles as needed.~~
	
	  c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
	
	  ~~d. Acknowledge new information expressed by others and, when warranted, modify their own views.~~
		1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
		
		  a. 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.~~
		
		  b. ~~Follow rules~~ for collegial discussions and decision-making, track progress toward specific goals ~~and deadlines, and define individual roles as needed.~~
		
		  c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
		
		  d. ~~Acknowledge~~ new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Comprehension and Collaboration - Grade 6	Comprehension and Collaboration - Grade 7	Comprehension and Collaboration - Grade 8
2020 Standard	**2020 Standard**	**2020 Standard**
SL.6.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.	SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.	SL.8.2 Analyze the purpose of information presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.
2010 Standard	**2010 Standard**	**2010 Standard**
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
2020 Standard	**2020 Standard**	**2020 Standard**
SL.6.3 Understand and evaluate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SL.7.3 Understand and evaluate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	SL.8.3 Understand and evaluate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
2010 Standard	**2010 Standard**	**2010 Standard**
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas - Grade 6	Presentation of Knowledge and Ideas - Grade 7	Presentation of Knowledge and Ideas - Grade 8
2020 Standard	**2020 Standard**	**2020 Standard**
SL.6.4 Present claims and findings in a logical order using relevant evidence and details to highlight main ideas or themes. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.	SL.7.4 Present claims and findings, emphasizing significant points in a focused, coherent manner using relevant evidence. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.	SL.8.4 Present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.
2010 Standard	**2010 Standard**	**2010 Standard**
4. Present claims and findings, ~~sequencing~~ ideas logically and using ~~pertinent descriptions~~, facts, and details ~~to accentuate~~ main ideas or themes; ~~use appropriate eye contact,~~	4. Present claims and findings, emphasizing ~~salient~~ points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; ~~use appropriate eye contact, adequate volume, and clear pronunciation~~	4. Present claims and findings, emphasizing ~~salient~~ points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; ~~use appropriate eye contact, adequate volume, and clear pronunciation~~
2020 Standard	**2020 Standard**	**2020 Standard**
SL.6.5 Include multimedia components and visual displays in presentations to clarify and enhance information.	SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize significant points.	SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
2010 Standard	**2010 Standard**	**2010 Standard**
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize ~~salient~~ points.	5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Comprehension and Collaboration - Grades 9-10	Comprehension and Collaboration - Grades 11-12
2020 Standard	**2020 Standard**

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.
 	
  a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
 	
  b. Work with peers to set norms for collegial discussions, decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views) and clear goals as needed. Reflect on progress as an individual and as a group.
 	
  c. Propel conversations by posing and engaging with questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Promote multiple and divergent perspectives.
 	
  d. Engage thoughtfully with diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
	SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one- on- one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.
	
	  a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
	
	  b. Work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group.
	
	  c. Propel conversations by posing and engaging with questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions. Promote and seek to understand multiple, divergent, and creative perspectives.
	
	  d. Engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

2010 Standard	**2010 Standard**

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly ~~and persuasively.~~
  a. Come to discussions prepared, ~~having read and researched material under study~~; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue ~~to stimulate a thoughtful, well-reasoned exchange of ideas.~~
 	
  b. Work with peers to set ~~rules~~ for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals ~~and deadlines, and individual roles as needed.~~
 	
  c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
	1. Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly ~~and persuasively.~~
	
	  a. Come to discussions prepared, ~~having read and researched material under study~~; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue ~~to stimulate a thoughtful, well-reasoned exchange of ideas.~~
	
	  b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals ~~and deadlines, and establish individual roles as needed.~~
	
	  c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
	
	  d. ~~Respond~~ thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what

d. ~~Respond~~ thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	additional information or research is required to deepen the investigation or complete the task.

Comprehension and Collaboration - Grades 9-10	Comprehension and Collaboration - Grades 11-12
2020 Standard	**2020 Standard**
SL.9-10.2 Analyze and synthesize multiple sources of information presented in diverse media or formats to determine credibility and accuracy of each source.	SL.11-12.2 Analyze and synthesize multiple sources of information presented in diverse media or formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source noting discrepancies among data.
2010 Standard	**2010 Standard**
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
2020 Standard	**2020 Standard**
SL.9-10.3 Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	SL.11-12.3 Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
2010 Standard	**2010 Standard**
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas - Grades 9-10	Presentation of Knowledge and Ideas - Grades 11-12
2020 Standard	**2020 Standard**
SL.9-10.4 Present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.	SL.11-12.4 Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.
2010 Standard	**2010 Standard**
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and arange of formal and informal tasks.
2020 Standard	**2020 Standard**
SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
2010 Standard	**2010 Standard**
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Language, 2010 Standards compared to 2020 Revisions

This document is intended to be used beside existing curriculum to determine where revisions may need to be made to ensure curriculum is aligned with the most recent version (2020) of *Wisconsin's Standards for English Language Arts*.

For each section of the standards, the first row of each page shows the 2020 standard; each is labeled as "2020 Standard". The second row shows the corresponding 2010 standard (or standards); each is labeled as "2010 Standard".

- Red font in the 2020 standard indicates that a change was made.
- Strikethrough in the 2010 standard indicates that content was removed entirely.
- Underlining is used to show how a standard changes between grade-levels; underlining is included only on the 2020 standard.

For Language standards, the following revisions were made (in addition to revisions in the language of the grade-level standards):

- This overarching statement was added and can be found on p. 15 of the Introduction, as well as on each page with grade-level standards:
  - "[Students will] demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context."
- New terms from recent academic research into language have been added. These terms include standardized English, code-meshing, and communicative competence. Definitions for these terms appear on p. 13 of the Introduction.
- Language standards have been reordered to reflect importance. Knowledge of Language is now standard 1, while Conventions of Standardized English are now standards 5 and 6.
- Standards about letter formation were removed from Language standards and placed in Writing standards. See Production and Distribution of Writing for these standards.

Anchor Standards for Language

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

Knowledge of Language   **Students Will:**

Anchor Standard L1:   Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

Anchor Standard L2:   Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

Anchor Standard L3:   Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.

Anchor Standard L4:   Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

Conventions of Standardized English

Anchor Standard L5:   Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.

Anchor Standard L6:   Discern when and where it is appropriate to use standardized English, and demonstrate

contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

Knowledge of Language - Kindergarten	Knowledge of Language - Grade 1	Knowledge of Language - Grade 2
2020 Standard	**2020 Standard**	**2020 Standard**

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

2010 Standard	**2010 Standard**	**2010 Standard**
3. (Begins in grade 2)	3. (Begins in grade 2)	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 - Kindergarten	Vocabulary Acquisition and Use - Grade 1	Vocabulary Acquisition and Use - Grade 2
2020 Standard	**2020 Standard**	**2020 Standard**
L.K.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. a. Begin to recognize some words have multiple meanings (e.g., duck, tie). b. Use some word prefixes and suffixes as clues to the meaning of unknown words (e.g., un-, -ed).	L.1.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. a. Use inflexional forms as clues to the meaning of unknown words (e.g., looks, looked). b. Identify common root words.	L.2.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. a. Determine the meaning of a new word when a prefix or suffix is added. b. Use a common root word as a clue to the meaning of an unknown word. c. Use individual words to predict meaning of compound words (e.g., birdhouse). d. Use resources to clarify meanings of words.
2010 Standard	**2010 Standard**	**2010 Standard**
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, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	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).	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., happy/unhappy, tell/retell). 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.

Vocabulary Acquisition and Use - Kindergarten	Vocabulary Acquisition and Use - Grade 1	Vocabulary Acquisition and Use - Grade 2
2020 Standard	**2020 Standard**	**2020 Standard**

L.K.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 	
With guidance and support from adults:
 	
  a. Ask and answer questions about unknown words.
 	
  b. Sort common objects into categories.
 	
  c. Demonstrate understanding of frequently occurring verbs and their opposites (antonyms).
 	
  d. Connect common words to real life (e.g., colorful).
 	
  e. Act out shades of meanings with verbs (e.g., strut, skip).
	L.1.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
	
	With guidance and support from adults:
	
	  a. Identify words and phrases that suggest feelings or appeal to the senses (e.g., in stories, poems, or conversations).
	
	  b. Explain rationale for sorting words into categories.
	
	  c. Act out or define shades of meanings with verbs of differing manner (e.g., peek, scowl) and adjectives (e.g., gigantic, large).
		L.2.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
		
		  a. Describe how words and phrases supply rhythm and meaning in a text (e.g., alliteration, rhyme, repeated lines).
		
		  b. Identify real-life connections between words and their use (e.g., describe foods that are juicy).
		
		  c. Distinguish shades of meaning among similar verbs (e.g., toss, throw) and adjectives (e.g., happy, pleased).

2010 Standard	**2010 Standard**	**2010 Standard**

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, skip).
	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, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
		5. 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).

Vocabulary Acquisition and Use - Kindergarten	Vocabulary Acquisition and Use - Grade 1	Vocabulary Acquisition and Use - Grade 2
2020 Standard	**2020 Standard**	**2020 Standard**
L.K.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.	L.1.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use frequently occurring conjunctions (e.g., because) to signal simple relationships.	L.2.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy.).
2010 Standard	**2010 Standard**	**2010 Standard**
6. ~~Use words and phrases acquired through conversations, reading and being read to, and responding to texts.~~	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).	6. ~~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).

Conventions of Standardized English - Kindergarten	Conventions of Standardized English - Grade 1	Conventions of Standardized English - Grade 2
2020 Standard	**2020 Standard**	**2020 Standard**

L.K.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.
 	
Appropriately use and explain the intended purpose of language choice with:
 	
   a.   Frequently used nouns, verbs, and prepositions.
 	
   b.   Oral pluralizations of nouns.
 	
   c.   Question words (who, what, etc.).
 	
   d.   Oral production and expansion of complete sentences.
	L.1.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.
	
	Appropriately use and explain the intended purpose of language choice with:
	
	   a. Common, proper, and possessive nouns.
	
	   b. Nouns/verbs agreement in simple sentences.
	
	   c. Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.
	
	   d. Production and expansion of complete sentences in response to prompts.
		L.2.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.
		
		Appropriately use and explain the intended purpose of language choice with:
		
		   a. Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs.
		
		   b. Production, expansion, and rearrangement of complete simple and compound sentences.

2010 Standard	**2010 Standard**	**2010 Standard**

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 orally by adding /s or /es/ (e.g., dog, dogs; wish, wishes).
 	
   d.   Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 	
   e.   ~~Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).~~
 	
   f.   Produce and expand complete sentences ~~in shared language activities.~~
	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; they, 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).
		1. Demonstrate ~~command of~~ the conventions of ~~standard~~ English grammar and usage when writing or speaking.
		
		   a. Use collective nouns (e.g., group).
		
		   b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
		
		   c. ~~Use reflexive pronouns (e.g., myself, ourselves).~~
		
		   d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
		
		   e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
		
		   f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

	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.	

Conventions of Standardized English - Kindergarten	Conventions of Standardized English - Grade 1	Conventions of Standardized English - Grade 2
2020 Standard	**2020 Standard**	**2020 Standard**
L.K.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: a. Capitalization of the first word in a sentence. b. Name frequently used punctuation. c. Phonetically spell simple words drawing on knowledge of letter-sound relationships. Related to Reading Foundational standards (RF.K.3). d. Writes letters for most consonant and short vowel sounds (phonemes). Related to Reading Foundational standards (RF.K.3).	L.1.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: a. Capitalization of dates and names of people. b. End punctuation. c. Commas in dates and simple sets. d. Use conventional spelling for words with common spelling patterns and draw on phonological awareness and spelling conventions to spell other words phonetically. Related to Reading Foundational standards (RF.1.3).	L.2.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: a. Capitalization of holidays, products, geographic places. b. Commas in greetings and closings. c. Apostrophes in contractions and frequently occurring possessives. d. Use common spelling patterns, phonemic awareness, and basic reference materials to solve words. Related to Reading Foundational standards (RF.2.3).
2010 Standard	**2010 Standard**	**2010 Standard**
2. Demonstrate ~~command of~~ the conventions of ~~standard~~ English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence ~~and the pronoun I~~. b. ~~Recognize and~~ name ~~end~~ punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	2. Demonstrate ~~command of~~ the conventions of ~~standard~~ English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	2. 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 → badge; boy → boil). e. ~~Consult~~ reference materials, ~~including beginning dictionaries, as needed to check and correct spellings~~.

Knowledge of Language - Grade 3	Knowledge of Language - Grade 4	Knowledge of Language - Grade 5
2020 Standard	**2020 Standard**	**2020 Standard**
L.3.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. a. Compare and contrast the ways in which language is used in familiar contexts (e.g., at home, in the community, in peer and professional writing/speaking). b. Recognize differences between the conventions of written and spoken English. c. Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.	L.4.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. a. Compare and contrast the ways in which language is used in familiar and unfamiliar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers). b. Determine the language demands of varied writing and speaking situations; respond appropriately (e.g., formal writing and presentations; personal writing and conversations). c. Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking. d. Choose punctuation for effect.	L.5.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. b. Compare and contrast the ways in which language is used in familiar and unfamiliar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers). c. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
2010 Standard	**2010 Standard**	**2010 Standard**
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.	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	3. 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.

Vocabulary Acquisition and Use - Grade 3	Vocabulary Acquisition and Use - Grade 4	Vocabulary Acquisition and Use - Grade 5
2020 Standard	**2020 Standard**	**2020 Standard**

L.3.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
 	
   a. Use sentence-level context as a clue to the meaning of a word or phrase.
 	
   b. Determine the meaning of new words when a suffix or prefix is added.
 	
   c. Use resources to determine word meanings.
	L.4.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
	
	   a. Use context as a clue to the meaning of a word or phrase.
	
	   b. Consult print and digital reference materials for meaning and pronunciation.
		L.5.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
		
		   a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

2010 Standard	**2010 Standard**	**2010 Standard**

4. Determine or clarify the meaning of unknown and multiple-meaning word 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 word~~ (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 	
   ~~c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).~~
 	
   d. Use ~~glossaries or beginning dictionaries, both print and digital,~~ to determine ~~or clarify the precise~~ meaning of ~~key~~ words ~~and phrases~~.
	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, ~~choosing flexibly from a range of strategies~~.
	
	   a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
	
	   ~~b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).~~
	
	   c. 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.
		4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, ~~choosing flexibly from a range of strategies.~~
		
		   a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
		
		   b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
		
		   ~~c. 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.~~

Vocabulary Acquisition and Use - Grade 3	Vocabulary Acquisition and Use - Grade 4	Vocabulary Acquisition and Use - Grade 5
2020 Standard	**2020 Standard**	**2020 Standard**
L.3.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Determine the meaning of words and phrases as they are used in a text, distinguishing between literal and non-literal language. b. Distinguish shades of meaning among words describing degrees of certainty (e.g., knew, believed, suspected). c. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).	L.4.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Determine the meaning of words and phrases as they are used in a text, including figurative language such as similes and metaphors. b. Explain common idioms and proverbs. c. Understand words by relating them to synonyms and antonyms. d. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).	L.5.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters (e.g., Herculean). b. Interpret similes and metaphors in context. c. Clarify the precise meaning of words by comparing and contrasting them with related words (i.e. compare and contrast words to synonyms, antonyms, and homographs to better understand each word). d. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).
2010 Standard	**2010 Standard**	**2010 Standard**
5. 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).	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. ~~Explain~~ the meaning of ~~simple~~ similes and metaphors (e.g., as pretty as a picture) in context. b. ~~Recognize~~ and explain the meaning of common idioms, ~~adages,~~ and proverbs. c. ~~Demonstrate~~ understanding of words by relating them to their ~~opposites~~ (antonyms) and to ~~words with similar but not identical meanings~~ (synonyms).	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.~~

Vocabulary Acquisition and Use - Grade 3	Vocabulary Acquisition and Use - Grade 4	Vocabulary Acquisition and Use - Grade 5
2020 Standard	**2020 Standard**	**2020 Standard**

L.3.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
 	
   a.   <u>Identify and use phrases that signal spatial and temporal relationships (e.g., after dinner that night, we went looking for them.).</u>
	L.4.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
	
	   a. <u>Identify and use phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</u>
		L.5.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
		
		   a. <u>Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</u>

2010 Standard	**2010 Standard**	**2010 Standard**
6. ~~Acquire and use accurately grade-appropriate conversational, 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).	6. ~~Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases,~~ including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	6. ~~Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases~~, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Conventions of Standardized English - Grade 3	Conventions of Standardized English - Grade 4	Conventions of Standardized English - Grade 5
2020 Standard	**2020 Standard**	**2020 Standard**
L.3.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Irregular and regular nouns and verbs. b. Simple verb tenses. c. Subject-verb agreement. d. Simple and compound sentences. e. Easily confused words (e.g.,. to, too, two).	L.4.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Relative pronouns and adverbs. b. Prepositional phrases. c. Order of adjectives. d. Adjectives, adverbs, conjunctions. e. Compound and complex sentences. f. Easily confused words (e.g.,. to, too, two).	L.5.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Conjunctions. b. Verb tenses. c. Correlative conjunctions. d. Use of "they" and "their" when referring to singular people or ideas.
2010 Standard	**2010 Standard**	**2010 Standard**
1. Demonstrate ~~command of~~ the conventions of ~~standard~~ English grammar and usage when writing or speaking. a. Explain ~~the function of~~ nouns, ~~pronouns,~~ verbs, ~~adjectives, and adverbs in general and their functions in particular sentences.~~ b. ~~Form and~~ use regular and irregular plural nouns. c. ~~Use abstract nouns (e.g., *childhood*).~~ d. ~~Form and~~ use regular and irregular verbs. e. ~~Form and~~ use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. f. Ensure subject-verb ~~and pronoun-antecedent~~ agreement*	1. Demonstrate ~~command of~~ the conventions of ~~standard~~ English grammar and usage when writing or speaking. a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). b. ~~Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.~~ c. ~~Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.~~ d. Order adjectives within sentences according to conventional patterns (e.g,. *A small red bag* rather than *a red small bag*). e. ~~Form and~~ use prepositional phrases. f. ~~Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*~~	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 particularly sentences.~~ b. ~~Form an use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.~~ 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*).

g. ~~Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.~~ h. ~~Use coordinating and subordinating conjunctions.~~ i. Produce simple, compound, ~~and complex~~ sentences.	g. ~~Correctly~~ use frequently confused words (e.g., *to, too, two; there, their*).*	

Conventions of Standardized English - Grade 3	Conventions of Standardized English - Grade 4	Conventions of Standardized English - Grade 5
2020 Standard	**2020 Standard**	**2020 Standard**
L.3.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English Appropriately use and explain the intended purpose in conventions with: a. Titles. b. Quotation marks for speech. c. Possessives. d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. e. Use conventional spelling for high frequency words. f. Use conventional spelling for adding suffixes to base words. g. Use learned syllable patterns and reference materials to solve and write unknown words.	L.4.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English Appropriately use and explain the intended purpose in conventions with: a. Capitalization. b. Commas and quotation marks for quotations. c. Commas in compound sentences. d. Spell grade-level words correctly using reference materials to solve words as needed.	L.5.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English Appropriately use and explain the intended purpose in conventions with: a. Commas (introductory elements, and elements that need to be set off like a question or direct address). b. Italics, underlining, quotes with titles. c. Spell grade-level words correctly using reference materials to solve words and edit written work as needed.
2010 Standard	**2010 Standard**	**2010 Standard**
2. 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)*.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	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?*).

f. Use spelling patterns and generalizations (e.g., word families, postin-based spellings, syllable patterns, eding rules, meaningful word parts) in writing words. g. ~~Consult~~ reference materials, ~~including beginning dictionaries, as needed to check and correct spellings~~.	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 - Grade 6	Knowledge of Language - Grade 7	Knowledge of Language - Grade 8
2020 Standard	**2020 Standard**	**2020 Standard**
L.6.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. b. Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). c. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. d. Maintain consistency in style and tone.	L.7.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. b. Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). c. Maintain consistency in style and tone. d. When appropriate, eliminate wordiness and redundancy.	L.8.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. b. Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). c. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). d. Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices.
2010 Standard	**2010 Standard**	**2010 Standard**
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*	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.*	3.. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. 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.

Vocabulary Acquisition and Use - Grade 6	Vocabulary Acquisition and Use - Grade 7	Vocabulary Acquisition and Use - Grade 8
2020 Standard	**2020 Standard**	**2020 Standard**
L.6.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. a. <u>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</u> b. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	L.7.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate a. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). b. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	L.8.2 Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate a. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). b. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
2010 Standard	**2010 Standard**	**2010 Standard**
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, ~~choosing flexibly from a range of strategies~~. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use ~~common,~~ grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. ~~Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.~~ d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, ~~choosing flexibly from a range of strategies~~. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use ~~common,~~ grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. ~~Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.~~ d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, ~~choosing flexibly from a range of strategies~~. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use ~~common,~~ grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. ~~Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.~~ d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Vocabulary Acquisition and Use - Grade 6	Vocabulary Acquisition and Use - Grade 7	Vocabulary Acquisition and Use - Grade 8
2020 Standard	**2020 Standard**	**2020 Standard**
L.6.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone. b. Interpret figures of speech (e.g., personification) in context. c. Use the relationship between particular words (e.g., cause/effect) to better understand each of the words. d. Distinguish between words with similar definitions (e.g., stingy, scrimping, economical, unwasteful, thrifty).	L.7.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone. b. Analyze the impact of rhyme and other repetitions of sound (e.g., alliteration; assonance) in varied texts (e.g., poetry; drama; section of a story).	L.8.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone. b. Analyze the impact of specific word choice on meaning and tone, including analogies or allusions to other texts.
2010 Standard	**2010 Standard**	**2010 Standard**
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Vocabulary Acquisition and Use - Grade 6	Vocabulary Acquisition and Use - Grade 7	Vocabulary Acquisition and Use - Grade 8
2020 Standard	**2020 Standard**	**2020 Standard**
L.6.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.	L.7.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.	L.8.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
2010 Standard	**2010 Standard**	**2010 Standard**
6. ~~Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.~~	6. ~~Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression~~	6. ~~Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.~~

Conventions of Standardized English - Grade 6	Conventions of Standardized English - Grade 7	Conventions of Standardized English - Grade 8
2020 Standard	**2020 Standard**	**2020 Standard**
L.6.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Use of objective, subjective, possessive, and intensive pronouns b. Strategies to improve expression in conventional language	L.7.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Phrases and clauses b. Simple, compound, and complex sentences signaling differing relationships among ideas c. Recognizing and correcting dangling modifiers	L.8.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Active and passive voice verbs b. Indicative, imperative, interrogative, conditional, and subjunctive mood verbs c. Recognizing and correcting shifts in verb voice and mood
2010 Standard	**2010 Standard**	**2010 Standard**
1. Demonstrate ~~command of~~ the conventions of ~~standard~~ English grammar and usage when writing or speaking. a. ~~Ensure that~~ pronouns ~~are in the proper case~~ (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. ~~Recognize and correct inappropriate shifts in pronoun number and person.*~~ d. ~~Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*~~ e. ~~Recognize variations from standard English in their own and others' writing and speaking, and identify~~ and use strategies to improve expression in conventional language.*	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 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.*	1. Demonstrate ~~command of~~ the conventions of ~~standard~~ English grammar and usage when writing or speaking. a. ~~Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.~~ b. ~~Form and~~ use verbs in the active and passive voice. c. ~~Form and~~ use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*

Conventions of Standardized English - Grade 6	Conventions of Standardized English - Grade 7	Conventions of Standardized English - Grade 8
2020 Standard	**2020 Standard**	**2020 Standard**
L.6.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: a. Commas, parentheses, and dashes b. Correct spelling	L.7.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: a. Commas to separate coordinate adjectives b. Correct spelling	L.8.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: a. Punctuation to recognize a pause or break b. Ellipsis to indicate an omission c. Correct spelling
2010 Standard	**2010 Standard**	**2010 Standard**
2. Demonstrate ~~command of~~ the conventions of ~~standard~~ English capitalization, punctuation, and spelling when writing. a. ~~Use punctuation~~ (commas, parentheses, dashes) ~~to set off nonrestrictive/parenthetical elements.*~~ b. Spell correctly.	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 wore an old[,] green shirt). b. Spell correctly..	2. Demonstrate ~~command of~~ the conventions of ~~standard~~ English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.

Knowledge of Language - Grades 9-10	Knowledge of Language - Grades 11-12
2020 Standard	**2020 Standard**
L.9-10.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. b. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations). c. Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices. d. Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.	L.11-12.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. b. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking). c. Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices. d. Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation. e. Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.
2010 Standard	**2010 Standard**
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use - Grades 9-10	Vocabulary Acquisition and Use - Grades 11-12
2020 Standard	**2020 Standard**
L.9-10.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. a. Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate. b. Determine and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	L.11-12.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. a. Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate. b. Determine and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
2010 Standard	**2010 Standard**
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, ~~choosing flexibly from a range of strategies.~~ a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. ~~Identify~~ and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, ~~choosing flexibly from a range of strategies.~~ a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. ~~Identify~~ and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Vocabulary Acquisition and Use - Grades 9-10	Vocabulary Acquisition and Use - Grades 11-12
2020 Standard	**2020 Standard**

L.9-10.3   Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 	
   a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations.
 	
   b. Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).
	L.11-12.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	
	   a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations.
	
	   b. Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures.

2010 Standard	**2010 Standard**

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 	
   a. ~~Interpret~~ figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 	
   b. Analyze nuances in the meaning of words with similar denotations.
	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	
	   a. ~~Interpret~~ figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
	
	   b. Analyze nuances in the meaning of words with similar denotations.

2020 Standard	**2020 Standard**
L.9-10.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.	L.11-12.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.
2010 Standard	**2010 Standard**
6. ~~Acquire and use accurately~~ general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening ~~at the college and career readiness level~~; demonstrate independence in gathering vocabulary knowledge ~~when considering a word or phrase important to comprehension or expression.~~	6. ~~Acquire and use accurately~~ general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening ~~at the college and career readiness level~~; demonstrate independence in gathering vocabulary knowledge ~~when considering a word or phrase important to comprehension or expression.~~

Conventions of Standardized English - Grades 9-10	Conventions of Standardized English - Grades 11-12
2020 Standard	**2020 Standard**

L.9-10.5   Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.
 	
Appropriately use and explain the intended purpose of language choice with:
 	
   a.   <u>Use parallel structure.</u>
 	
   b.   <u>Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).</u>
	L.11-12.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.
	
	Appropriately use and explain the intended purpose of language choice with:
	
	   a. <u>Recognize that conventions (i.e., aspects of punctuation, layout, and formatting within a particular genre) are the result of agreed upon usage.</u>
	
	   b. <u>Identify ways in which usage and conventions vary and are sometimes contested.</u>
	
	   c. <u>Resolve issues of complex or contested usage by consulting appropriate references (e.g., Merriam-Webster's Dictionary of English Usage, Dictionary of American Regional English).</u>

2010 Standard	**2010 Standard**

1. Demonstrate ~~command of~~ the conventions of ~~standard~~ English grammar and usage when writing or speaking.
 	
   a.   Use parallel structure.*
   b.   Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
	1. Demonstrate ~~command of t~~he conventions of ~~standard~~ English grammar and usage when writing or speaking.
	
	   a. ~~Apply the understanding~~ that usage is a matter of convention, can change over time, and is sometimes contested.
	
	   b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

Conventions of Standardized English - Grades 9-10	Conventions of Standardized English - Grades 11-12
2020 Standard	**2020 Standard**

L.9-10.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.
 	
Appropriately use and explain the intended purpose in conventions with:
 	
   a. Use colons and semicolons appropriately.
 	
   b. Spell correctly.
	L.11-12.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.
	
	Appropriately use and explain the intended purpose in conventions with:
	
	   a. Use sophisticated punctuation and capitalization techniques as appropriate to situation and genre (e.g., brackets and italics in research; capitalization expressing extended meaning in poetry).
	
	   b. Spell correctly.

2010 Standard	**2010 Standard**

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 	
   a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
   b. Use a colon to introduce a list or quotation.
   c. Spell correctly.
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	
	   a. Observe hyphenation conventions.
	
	   b. Spell correctly