

WISCONSIN STANDARDS FOR **English Language Arts**



WISCONSIN STANDARDS FOR **English Language Arts**



Wisconsin Department of Public Instruction
Carolyn Stanford Taylor, State Superintendent
Madison, Wisconsin

This publication is available from:

Wisconsin Department of Public Instruction
125 South Webster Street
Madison, WI 53703
(608) 266-8960
dpi.wi.gov/ela

May 2020 Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.

Foreword

On May 27, 2020, I formally adopted the *Wisconsin Standards for English Language Arts*. This revised set of academic standards provides a foundational framework identifying what knowledge and skills Wisconsin students in English language arts should learn at different grade levels or bands of grades.

The adoption of this revised set of standards was part of a concerted effort led by Wisconsin educators and stakeholders who shared their expertise in English language arts and teaching from kindergarten through higher education. Feedback was provided by the public and the Wisconsin State Legislature for the writing committee to consider as part of Wisconsin’s Academic Standards review and revision process.



English language arts is an essential part of a comprehensive PK-12 education for all students. Through English language arts, Wisconsin students learn to use literacy to understand and improve themselves and their worlds. The knowledge, techniques, and citizenry skills gained through English language arts education in Wisconsin schools supports the Wisconsin Department of Public Instruction’s vision of helping all students become college and career ready.

Wisconsin’s 2020 standards for English language arts focus on ensuring every student has the ability to comprehend and create text because it is the primary way we share information and ideas. To comprehend and create texts, students need instruction in comprehension, writing, speaking, listening, and reading foundational skills. To this end, Wisconsin Standards for English Language Arts result in the following:

- a. 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.
- b. Wisconsin students will be flexible writers, composing a variety of formal, creative, and reflective writing.
- c. Wisconsin students will understand how language functions in different contexts and cultures, strategically using English based on audience, task, and purpose.

The knowledge and skills described in these revised set of standards provide a framework with actionable indicators for English language arts classroom experiences. The Wisconsin Department of Public Instruction will continue to build on this work to support implementation of the standards with resources for the field.

I am excited to share the *Wisconsin Standards for English Language Arts*, which aim to build skills, knowledge, and engagement opportunities for all Wisconsin students.

Carolyn Stanford Taylor
State Superintendent

Acknowledgements

The Wisconsin Department of Public Instruction (DPI) wishes to acknowledge the ongoing work, commitment, and various contributions of individuals to revise our state’s academic standards for English Language Arts. Thank you to the State Superintendent’s Standards Review Council for their work and guidance through the standards process. A special thanks to the English Language Arts Writing Committee for taking on this important project that will shape the classrooms of today and tomorrow. Thanks to the many staff members across the division and other teams at DPI who have contributed their time and talent to this project. Finally, a special thanks to Wisconsin educators, businesspeople, parents, and citizens who provided comment and feedback to drafts of these standards.

Wisconsin Standards for English Language Arts Writing Team

Co-Chairs: Norm Andrews, Elmbrook School District
Lisa Duxbury, Oshkosh Area School District
Abbie Fishman, Milwaukee Public Schools
Amy McGovern, Wausau School District
Colleen Pennell, Carroll University
David Roloff, University of Wisconsin-Stevens Point

DPI Liaisons: Laura Adams, Literacy Consultant
Barb Novak, Literacy Consultant
Bianca Williams-Griffin, English Language Arts Consultant
John W. Johnson, Director, Literacy and Mathematics

Heather Augustine-Arndt,
Freedom Area School
District

Margaret Bussan
Lancaster Community
School

Lenzy Crawford
Milwaukee Public School

Linda Diaz
Racine Unified School
District

Robyn Bindrich
Kewaskum School District

Alyssa Carlson
Elcho School District

Darci Demeio
Menasha Joint School
District

Jennifer Ditzman,
East High School, Green Bay
Area School District

Nuntiata Buck
Milwaukee Public Schools

Sarah Carter
School District of Janesville

Megan Dixon
Greenfield

Mark Dziedzic
University of Wisconsin-
Madison

Tanya Evans
Milwaukee Public Schools

Patrick Grady
Madison Metropolitan
School District

Merry Komar,
Rose Glen Elementary
School

Linda Kuhaupt
Appleton School District

Mai Lee Lor
Central High

Bri Lustig
Ben Franklin Elementary,
School District of
Menomonee Falls

Jenny Magee
Northside Elementary
School, Middleton-Cross
Plains School District

Jane McMahon
Baraboo School District

Teaira McMurtry,
Milwaukee Public Schools

Tami McQuillian
Gillett School District

Paul Moga,
Milwaukee Public Schools

Christine Molitor,
Racine Unified

Leah Olson,
Eau Claire Area School

Beth Paap
Bayfield School District

Heather Pauly
Cardinal Stritch University

Christy Talbot Potvin
UW-Eau Claire - Barron
County

Justina Plemon
Formerly New Richmond
School District

Holly Prast
Kimberly Area School
District

Andrea Reichenberger
Ashwaubenon School
District

Brian Reindl
Kaukauna Area School
District

Matt Renwick
Mineral Point School District

Amy Sippert
Merrill Elementary, Oshkosh
Area School District

Megan Stoen
Madison Metropolitan
School District

Joan Tabor
Merrill Area Public Schools

Abie Vang
Green Bay Area Public
Schools

Kate Vieira
UW-Madison

Molly Vierck
CESA 2

Paul Walter
Slinger School District

Amy Wise
Hudson School District

Sae Yang
Appleton Area School
District

Department of Public Instruction, Academic Standards

- John W. Johnson, Director, Literacy and Mathematics, and Director for Academic Standards
- Meri Annin, Lead Visual Communications Designer
- David McHugh, Strategic Planning and Professional Learning Consultant

Department of Public Instruction Leaders

- Sheila Briggs, Assistant State Superintendent, Division of Academic Excellence
- Scott Jones, Chief of Staff, Office of the State Superintendent

Section I

Wisconsin's Approach to Academic Standards

Purpose of the Document

The purpose of this guide is to improve English Language Arts education for students and for communities. The Wisconsin Department of Public Instruction (DPI) has developed standards to assist Wisconsin educators and stakeholders in understanding, developing and implementing course offerings and curriculum in school districts across Wisconsin.

This publication provides a vision for student success and follows [The Guiding Principles for Teaching and Learning \(2011\)](#). In brief, the principles are:

- a. Every student has the right to learn
- b. Instruction must be rigorous and relevant.
- c. Purposeful assessment drives instruction and affects learning.
- d. Learning is a collaborative responsibility.
- e. Students bring strengths and experiences to learning.
- f. Responsive environments engage learners.

Program leaders will find the guide valuable for making decisions about:

- a. Program structure and integration
- b. Curriculum redesign
- c. Staffing and staff development
- d. Scheduling and student grouping
- e. Facility organization
- f. Learning spaces and materials development
- g. Resource allocation and accountability
- h. Collaborative work with other units of the school, district and community

What Are the Academic Standards?

Wisconsin Academic Standards specify what students should know and be able to do in the classroom. They serve as goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. In Wisconsin, all state standards serve as a model. Locally elected school boards adopt academic standards in each subject area to best serve their local communities. We must ensure that all children have equal access to high-quality education programs. Clear statements about what students must know and be able to do are essential in making sure our schools offer opportunities to get the knowledge and skills necessary for success beyond the classroom.

Adopting these standards is voluntary. Districts may use the academic standards as guides for developing local grade-by-grade level curriculum. Implementing standards may require some school districts to upgrade school and district curriculums. This may result in changes in instructional methods and materials, local assessments, and professional development opportunities for the teaching and administrative staff.

What is the Difference between Academic Standards and Curriculum?

Standards are statements about what students should know and be able to do, what they might be asked to do to give evidence of learning, and how well they should be expected to know or do it. Curriculum is the program devised by local school districts used to prepare students to meet standards. It consists of activities and lessons at each grade level, instructional materials, and various instructional techniques. In short, standards define what is to be learned at certain points in time, and from a broad perspective, what performances will be accepted as evidence that the learning has occurred. Curriculum specifies the details of the day-to-day schooling at the local level.

Developing the Academic Standards

DPI has a transparent and comprehensive process for reviewing and revising academic standards. The process begins with a notice of intent to review an academic area with a public comment period. The State Superintendent's Standards Review Council examines those comments and may recommend revision or development of standards in that academic area. The state superintendent authorizes whether or not to pursue a revision or development process. Following this, a state writing committee is formed to work on those standards for all grade levels. That draft is then made available for open review to get feedback from the public, key stakeholders, educators, and the Legislature with further review by the State Superintendent's Standards Review Council. The state superintendent then determines adoption of the standards.

Aligning for Student Success

To build and sustain schools that support every student in achieving success, educators must work together with families, community members, and business partners to connect the most promising practices in the most meaningful contexts. The release of the *Wisconsin Standards for English Language Arts* provides a set of important academic standards for school districts to implement. This is connected to a larger vision of every child graduating college and career ready. Academic standards work together with other critical principles and efforts to educate every child to graduate

college and career ready. Here, the vision and set of Guiding Principles form the foundation for building a supportive process for teaching and learning rigorous and relevant content. The following sections articulate this integrated approach to increasing student success in Wisconsin schools and communities.

Relating the Academic Standards to All Students

Grade-level standards should allow ALL students to engage, access, and be assessed in ways that fit their strengths, needs, and interests. This applies to the achievement of students with IEPs (individualized education plans), English learners, and gifted and talented pupils, consistent with all other students. Academic standards serve as the foundation for individualized programming decisions for all students.

Academic standards serve as a valuable basis for establishing concrete, meaningful goals as part of each student's developmental progress and demonstration of proficiency. Students with IEPs must be provided specially designed instruction that meets their individual needs. It is expected that each individual student with an IEP will require unique services and supports matched to their strengths and needs in order to close achievement gaps in grade-level standards. Alternate standards are only available for students with the most significant cognitive disabilities.

Gifted and talented students may achieve well beyond the academic standards and move into advanced grade levels or into advanced coursework.

Our Vision: Every Child a Graduate, College and Career Ready

We are committed to ensuring every child graduates from high school academically prepared and socially and emotionally competent. A successful Wisconsin student is proficient in academic content and can apply their knowledge through skills such as critical thinking, communication, collaboration, and creativity. The successful student will also possess critical habits such as perseverance, responsibility, adaptability, and leadership. This vision for every child as a college and career ready graduate guides our beliefs and approaches to education in Wisconsin.

Guided by Principles

All educational initiatives are guided and impacted by important and often unstated attitudes or principles for teaching and learning. [The Guiding Principles for Teaching and Learning \(2011\)](#) emerge from research and provide the touchstone for practices that truly affect the vision of [Every Child a Graduate Prepared for College and Career](#). When made transparent, these principles inform what happens in the classroom, direct the implementation and evaluation of programs, and most importantly, remind us of our own beliefs and expectations for students.

Ensuring a Process for Student Success

For Wisconsin schools and districts, implementing the [Framework for Equitable Multi-Level Systems of Supports \(2017\)](#) means providing equitable services, practices, and resources to every learner based upon responsiveness to effective instruction and intervention. In this system, high-quality instruction, strategic use of data, and collaboration interact within a continuum of supports to facilitate learner success. Schools provide varying types of supports with differing levels of intensity to proactively and responsibly adjust to the needs of the whole child. These include the knowledge, skills and habits learners need for success beyond high school, including developmental, academic, behavioral, social, and emotional skills.

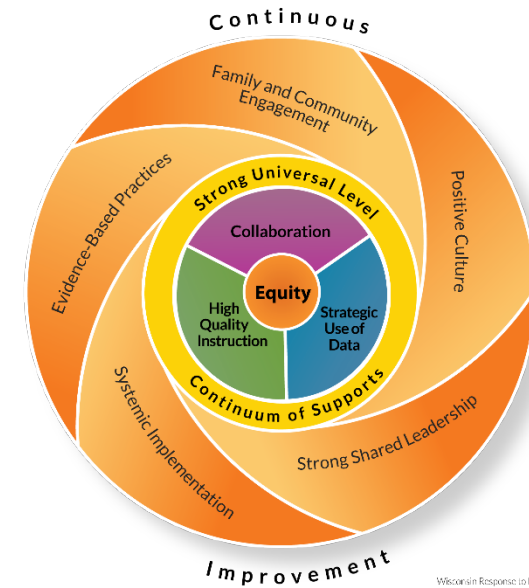
Connecting to Content: Wisconsin Academic Standards

Within this vision for increased student success, rigorous, internationally benchmarked academic standards provide the content for high-quality curriculum and instruction and for a strategic assessment system aligned to those standards. With the adoption of the standards, Wisconsin has the tools to design curriculum, instruction, and assessments to maximize student learning. The standards articulate what we teach so that educators can focus on how instruction can best meet the needs of each student. When implemented within an equitable multi-level system of support, the standards can help to ensure that every child will graduate college and career ready.

References

The Guiding Principles for Teaching and Learning. 2011. Madison, WI: Wisconsin Department of Public Instruction. Retrieved from <https://dpi.wi.gov/standards/guiding-principles>.

Framework for Equitable Multi-Level Systems of Supports. 2017. Madison, WI: Wisconsin Department of Public Instruction. Retrieved from <https://dpi.wi.gov/rti>.



Section II

Wisconsin Standards for English Language Arts

What is English Language Arts Education?

Wisconsin's Guiding Principles for Teaching and Learning (Wisconsin Department of Public Instruction, 2010) provide important guidance for approaching the discipline of English language arts. Within the discipline, each of the six guiding principles has specific implications for equity, pedagogy, instruction, and assessment. English language arts educators should consider how the six guiding principles can influence their approach to the discipline.

Wisconsin Standards for English Language Arts include four distinct areas: reading, writing, speaking and listening, and language. However, certain foundations of the discipline connect all standards across these four areas at a more conceptual level. To further connect the standards, and to make explicit the foundational underpinnings of the discipline of English language arts, Wisconsin has developed several broad emphases of English language arts to consider. They are:

- **English language arts is an integrated discipline.** Though the standards are separated into sections, the processes of reading, writing, speaking, listening, viewing, and representing happen in a connected way and are intended to be taught as such, in rich and authentic learning contexts.
- **English language arts instruction builds an understanding of the human experience.** The discipline of English language arts celebrates the richness and complexity of literature, drama, speech, and language while providing a window to the human experience. Through rigorous textual analysis and text creation, students grapple with moral, philosophical, and aesthetic facets of humanity, which inform, persuade, and narrate our lives and help us understand the experiences of others. These understandings ensure students graduate not only ready for college and career but also ready to be thinking and feeling world citizens.
- **Literacy is an evolving concept, and becoming literate is a lifelong learning process.** As society and technology change, so does literacy. Literacy evolves as widening perspectives change the way we read, write, speak, listen, view, and represent. Students begin the process of becoming literate long before entering a classroom, and they continue this process in every classroom throughout their formal schooling and long after formal schooling is completed. Literacy attainment, and especially early literacy attainment, is strengthened by responsive learning environments that include research-based core programs, strong intervention systems, and multiple ways of monitoring what learners know and are able to do. Knowing this, all educators must see themselves as both literacy teachers and literacy learners.
- **Critical thinking and problem solving, communication, collaboration, and creativity are aspects of effective English language arts instruction and attributes desired for Wisconsin graduates.** Wisconsin's commitment to ensuring 21st century skills are embedded aspects of English language arts is ongoing. This skill development strengthens English language arts instruction, and student mastery of these skills is important to Wisconsin's conception of college and career readiness and to ensuring students access the discipline of English language arts in rich and meaningful ways.

- **Literacy, language, and meaning are socially constructed and are enhanced by multiple perspectives.** A rich diversity of texts, language uses, viewpoints, and critical discussions are important for building knowledge in Wisconsin English language arts classrooms. Exposure to different genres and text types and access to multiple and global perspectives provide a venue to explore and analyze the world.

English Language Arts Education in Wisconsin

Wisconsin Standards for English Language Arts provide a description, or portrait, of students who have met the standards in reading, writing, speaking, listening, and language.

These standards articulate end-of-grade level expectations. Some students—including students with disabilities, students with gifts and talents, and English language learners—may benefit from additional supports or challenges. Some barriers to learning and engagement can be minimized through Universal Design for Learning (UDL). In addition, learning can be personalized through collaboration between educators, school staff, families, and students.

Students in Wisconsin:

- **Demonstrate independence.** Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker’s key points, request clarification, and ask relevant questions. Students build on others’ ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standardized English to meet communicative goals and acquire and use a wide-ranging vocabulary. More broadly, students become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.
- **Build strong content knowledge.** English language arts is its own discipline or content area; as such, it teaches students knowledge, skills, and behaviors unique to the discipline. This includes understanding and creating texts for a variety of audiences, tasks, and purposes. In addition, students learn to notice, appreciate, and use language in ways that exemplify the “art” of English language arts, including reading and creating works of fiction. Students, particularly in the early grades, also learn the mechanics of reading, writing, and language use (such as reading foundational skills, handwriting or typing, and basic grammar and conventions). As students progress through school, students apply these skills across disciplines to deepen understanding of subject matter (through reading, viewing, and listening) and to share what is learned (through writing and speaking).
- **Respond to the varying demands of audience, task, purpose, and discipline.** Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purposes for reading, writing, speaking, listening, and language use as warranted by the task. They

appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning.

- **Comprehend as well as critique.** Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.
- **Value evidence.** Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.
- **Use technology and digital media strategically and capably.** Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn in other ways. Students are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.
- **Come to understand other perspectives and cultures.** Students appreciate that the 21st century classroom and workplace are settings in which people from often widely divergent cultures representing diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening. Students are able to communicate effectively with people of varied backgrounds and are able to explain their intentional language choices to achieve their communicative goals. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can meaningfully inhabit worlds and have experiences much different from their own.

Standards Structure

Wisconsin Standards for English Language Arts include the following strands:

- Reading (including reading foundational skills, abbreviated “RF”), abbreviated “R”
- Writing, abbreviated “W”
- Speaking and Listening, abbreviated “SL”
- Language, abbreviated “L”

Each strand includes anchor standards, which express what college and career readiness looks like for a particular standard. Grade-level (kindergarten through grade 8) or grade-band (grades 9 - 10 and grades 11 - 12) state end-of-grade expectations and form a staircase to build toward the anchor standard.

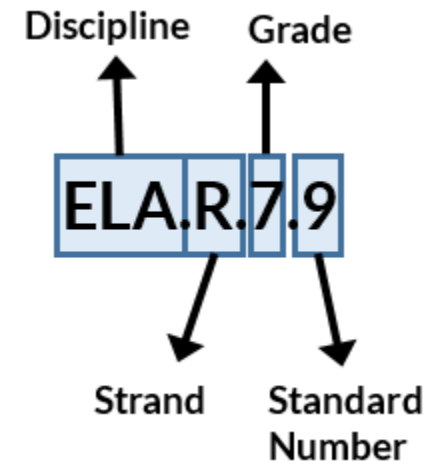
The standards are coded as follows:

Strand.Grade Level.Standard Number

For example:

R.7.9 R = Strand (reading) 7 = Grade-level 9 = Standard Number

Reading, Grade 7, Standard 9



Works Cited

- Hudley, Anne H. Charity and Christine Mallinson, *Understanding English Language Variation in U.S. Schools* (New York and London: Teachers College Press, 2011).
- Johnson, N.J., Koss, M.D., & Martinez, M. "Through the sliding glass door: #EmpowerTheReader," *The Reading Teacher* 71, 5 (2017): 569-77.
- National Governors Association Center for Best Practices, Council of Chief State School Officers. *Common Core State Standards English Language Arts*. Washington D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010.
- New York State Education Department. *English Language Arts Learning Standards*. New York: New York State Education Department, 2017. <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>.
- Sims, Bishop, R. (1990). "Windows, mirrors, and sliding glass doors" *Perspectives: Choosing and Using Books for the Classroom*, 6, 3 (1990).
- Smagorinsky, Peter. "Disciplinary Literacy in English Language Arts," *Journal of Adolescent and Adult Literacy* 59, 2 (2015): 141-46.
- Wisconsin Department of Public Instruction. "Wisconsin's Guiding Principles for Teaching and Learning." Wisconsin Department of Public Instruction. June 2010. <https://dpi.wi.gov/standards/guiding-principles>.
- Wisconsin Department of Public Instruction. *Wisconsin Standards for English Language Arts*. Madison: Wisconsin Department of Public Instruction, September 2012.
- Young, Vershawn Ashanti, Barrett, Edward, and Young Rivera, Y'Shanda, *Other People's English: Code-Meshing, Code-Switching, and African American Literacy* (New York: Teachers College Press, 2014).

Section III

Discipline: English Language Arts

Standards

These revised state standards (2020), Wisconsin’s previous standards (2010), and research recognize that every student needs to comprehend text. To achieve this, all students need instruction in comprehension, writing, speaking, listening, and reading foundational skills, including explicit and systematic phonics instruction. The following chart provides Wisconsin educators with a broad understanding of the major emphases in each strand of *Wisconsin standards for English Language Arts*.

These general emphases provide educators with a beginning point for critical conversations about the impact of *Wisconsin standards for English Language Arts* on curriculum, instruction, and assessment. The general emphases are intended to be used alongside the standards.

Wisconsin standards for English Language Arts provide schools/districts with opportunities to make local decisions about curriculum, materials, and assessment, including genres to read and write and specific texts to study. When examples are included, they are intended to be a brief list—not inclusive of all that could be learned.

Overall Structure of the Document:

Literate individuals adapt their communication in relation to audience, task, and purpose, making intentional choices about reading, writing, speaking, listening, and language based on audience and purpose. Learning experiences should be rigorous and varied in order to ensure students can apply all standards to a variety of texts, tasks, and contexts.

Efforts have been made in all strands of the standards to ensure the standards promote educational equity. Examples include:

- Use of the term “standardized English” as opposed to “standard English.” Different situations, audiences, and contexts call for different forms of language. What is considered “correct” or “standard” in a particular situation changes over time (Hudley, Anne H. Charity and Mallinson, Christine, 2011).
- Inclusion of the term “code-meshing” as opposed to “code switching.” Code-meshing involves the intentional incorporation of more than one language within writing or speaking to exploit and blend language differences for effect or to reach communicative goals (Young, 2014).
- Inclusion of the term “communicative competence,” which broadly refers to the knowledge of how to adjust one’s writing or speech to the specific audience, task, and purpose, and which requires knowledge of more than just one single version of English (Smagorinsky, 2015).

Disciplinary Literacy

In Wisconsin, disciplinary literacy is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically, and perform in a way that is meaningful within the context of a given field.

As a discipline, there are many contexts within English language arts requiring unique understanding and application of knowledge, skills, and experiences. Text is defined broadly as any communication involving language. Texts can be spoken, written, or visual (listened to, read, or viewed), highlighting the integrated nature of the discipline, often merging the ability to read, write, listen, speak, think critically, and perform in meaningful ways. With the help of English language arts educators, students must navigate the language and text practices in order to communicate effectively within the language arts.

Visit <https://dpi.wi.gov/ela/disciplinary-literacy> for more information on disciplinary literacy in English language arts.

<p>Reading</p> <ul style="list-style-type: none"> • There are nine reading standards; the majority apply to both literary and informational text (rather than separate standards for literary and informational text). • Foundational reading skills are specifically defined (K - 5). • Text complexity includes quantitative (numeric), qualitative, and reader and task considerations. Students develop independence in reading increasingly complex texts. 	<p>Writing</p> <ul style="list-style-type: none"> • There are nine writing standards; the first three standards focus on text types and purposes and emphasize writing for a broader audience. • The production and distribution of writing strand focuses on the production of clear and coherent writing. • The inquiry to build and present knowledge strand focuses on a more student driven inquiry process that supports analysis, reflection and inquiry.
<p>Speaking and Listening</p> <ul style="list-style-type: none"> • There are five speaking and listening standards; three standards focus on listening and two focus on speaking. • Emphasis is on communication appropriate to task, purpose, and situation, while being able to explain intentional language choices. 	<p>Language</p> <ul style="list-style-type: none"> • There are six language standards; one standard focuses on developing knowledge of language and how language functions differently depending on context; three standards focus on vocabulary acquisition and use; two standards focus on developing understanding of conventions of standardized English for contextually appropriate use. • Emphasis is on understanding how language functions differently depending on culture, context, and intended impact, and being able to explain language choices.

Overarching Statements: Variety and flexibility in literacy

Wisconsin's 2010 standards for English language arts included a reading standard and a writing standard focused on range of reading and writing. Wisconsin's current standards for English language arts continue to emphasize the importance of variety and complexity of language experiences by including statements applicable to each strand of the standards focused on complexity but also the varying demands of audience, task, purpose, and discipline.

Overarching Statements:

Literate individuals are flexible; they respond to the varying demands of audience, task, purpose, and discipline.

Literate individuals adapt their communication in relation to audience, task, and purpose, making intentional choices about reading, writing, speaking, listening, and language. In addition, literate individuals read, write, speak, listen, and use language for enjoyment and self-exploration. The knowledge and skills developed through grade-level standards lead toward lifelong literacy, including the ability to meet the changing literacy demands of a contemporary, democratic society.

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.	Writing 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.
Speaking and Listening 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.	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.

The statements appearing above require learners to engage with and create a wide variety of texts. Their experiences as readers, writers, speakers, listeners, and users of language should be wide and varied. In addition, consideration should be given to the complexity of texts and topics. Texts and topics are intentionally selected to develop content knowledge and provide challenges but also to serve as windows and mirrors (Johnson, N.J., Koss, M.D., and Martinex, M., 2017; Sims, Bishop, R., 1990) and engage all learners.

Reading Foundational Skills Standards - Introduction

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: typically developing readers will need much less practice with these concepts than readers who struggle to learn to read and/or English learners. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Please reference Appendix 2 - Foundational Skills for definitions, explanations, and further examples of decoding, encoding, fluency, phonological awareness, phonemic awareness, the progression of skills, consonants, vowels, syllables and syllable patterns, and morphemes.

Strand: Reading Foundational Skills

Print Concepts - Kindergarten	Print Concepts - Grade 1	
<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> 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. 	<p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 	<p>Not applicable in grade 2.</p>
Phonological Awareness - Kindergarten	Phonological Awareness - Grade 1	Phonological Awareness - Grade 2
<p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> 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, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> 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). e. Add, delete, or substitute individual sounds (phonemes) in simple one-syllable words to make new words. 	<p>RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Add, delete, and substitute individual sounds (phonemes) in simple one-syllable words to make new words, including initial, final, medial, consonant blends, short vowel sounds, and long vowel sounds.

Strand: Reading Foundational Skills

Phonics and Word Recognition - Kindergarten	Phonics and Word Recognition - Grade 1	Phonics and Word Recognition - Grade 2
<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> 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. <p>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).</p>	<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> 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. <p>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.</p>	<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> o Know when to drop the final e when adding an -ing, -ed endings. (Silent-e vowel pattern base word). o Know when to double the final consonant when adding a suffix. -ing, -ed. f. Recognize and read grade-appropriate irregularly spelled words. <p>Related to language standards: See L.2.6 for additional spelling/encoding/word analysis guidance.</p>
Fluency - Kindergarten	Fluency - Grade 1	Fluency - Grade 2
<p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	<p>RF.1.4 Read emergent-reader texts with purpose, understanding, and sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> 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. 	<p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> 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.

Strand: Reading Foundational Skills

Phonics and Word Recognition - Grade 3	Phonics and Word Recognition - Grade 4	Phonics and Word Recognition - Grade 5
<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> 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: f. Know when to drop the final e when adding endings. (Silent-e vowel pattern base word). g. Know when to double the final consonant when adding a suffix. <p>See L.3.6 for additional spelling/encoding/word analysis guidance.</p>	<p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • 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. <p>See L.4.6 for additional spelling/encoding/word analysis guidance.</p>	<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> 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. <p>See L.5.6 for additional spelling/encoding/word analysis guidance.</p>
Fluency - Grade 3	Fluency - Grade 4	Fluency - Grade 5
<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> 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. 	<p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> 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. 	<p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> 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 Standards - Introduction

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Reading those grade-level standards preceding and beyond the grade-level of one's teaching assignment is critical and allows educators to be responsive to students' varied needs of support or extension.

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading informational text, students build a foundation of knowledge that will also give them the background to be better readers. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

ELA is an integrated discipline. Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Anchor Standards for Reading

Overarching Statement: 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.

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.

Modified from the New York State Education Department (2017)

Strand: Reading K-5

Overarching Statement: 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.

Key Ideas and Details - Kindergarten	Key Ideas and Details - Grade 1	Key Ideas and Details - Grade 2
R.K.1 With prompting and support, develop and answer questions about a text. (RI&RL)	R.1.1 Develop and answer questions about key ideas and details in a text. (RI&RL)	R.2.1 Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)
R.K.2 With prompting and support, retell stories (RL); share key details from a text. (RI)	R.1.2 Identify a main topic or central idea in a text with guidance and support; retell important details. (RI&RL)	R.2.2 Summarize portions of a text in order to identify a main topic or central idea and key details in a text. (RI&RL)
R.K.3 With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text. (RI&RL)	R.1.3 Describe characters, settings, and important events in a story or pieces of information in a text. (RI&RL)	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)
Craft and Structure - Kindergarten	Craft and Structure - Grade 1	Craft and Structure - Grade 2
R.K.4 With prompting and support, identify specific words that express feelings or content- specific words within a text. (RI&RL)	R.1.4 Identify specific words and phrases that express feeling, appeal to the senses, or content-specific words within a text. (RI&RL)	R.2.4 Explain how specific words and phrases express feelings, appeals to the senses, or determine the meaning of content-specific words within a text. (RI&RL)
R.K.5 Identify literary and informational texts. (RI&RL)	R.1.5 Identify a variety of genres and explain major differences between literary texts and informational texts. (RI&RL)	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)
R.K.6 Define the role of the author and the illustrator in presenting the ideas in a text. (RI&RL)	R.1.6 Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)	R.2.6 Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)
Integration of Knowledge and Ideas - Kindergarten	Integration of Knowledge and Ideas - Grade 1	Integration of Knowledge and Ideas - Grade 2
R.K.7 With prompting and support, describe the relationship between illustrations and the text. (RI&RL)	R.1.7 Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)	R.2.7 Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)
R.K.8 With prompting and support, identify specific information to support ideas in a text. (RI)	R.1.8 Identify specific information an author or illustrator gives that supports ideas in a text. (RI)	R.2.8 Explain how specific points the author or illustrator makes in a text are supported by relevant reasons and evidence. (RI)
R.K.9 With prompting and support, compare and contrast two texts; recognize that texts reflect one’s own and others’ culture. (RI&RL)	R.1.9 Compare and contrast two texts; recognize that texts reflect one’s own and others’ culture. (RI&RL)	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)

RI = Reading Information

RL = Reading Literature

Strand: Reading K-5

Overarching Statement: 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.

Key Ideas and Details - Grade 3	Key Ideas and Details - Grade 4	Key Ideas and Details - Grade 5
R.3.1 Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)	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)	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)
R.3.2 Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL)	R.4.2 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)	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)
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)	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)	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)

RI = Reading Information

RL = Reading Literature

Strand: Reading K-5

Overarching Statement: 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.

Craft and Structure - Grade 3	Craft and Structure - Grade 4	Craft and Structure - Grade 5
R.3.4 Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)	R.4.4 Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&RL)	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)
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)	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)	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)
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)	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)	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)
Integration of Knowledge and Ideas - Grade 3	Integration of Knowledge and Ideas - Grade 4	Integration of Knowledge and Ideas - Grade 5
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)	R.4.7 Explain how text features (e.g., charts, graphs, diagrams, timelines, animations, and illustrations) contribute to an understanding of the text. (RI&RL)	R.5.7 Analyze how visual and multimedia elements contribute to the meaning of literary and informational texts. (RI&RL)
R.3.8 Explain how claims in a text are supported by relevant reasons and evidence. (RI)	R.4.8 Explain how claims in a text are supported by relevant reasons and evidence. (RI)	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)
R.3.9 Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)	R.4.9 Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)	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)

RI = Reading Information

RL = Reading Literature

Strand: Reading 6-12

Overarching Statement: 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.

Key Ideas and Details - Grade 6	Key Ideas and Details - Grade 7	Key Ideas and Details - Grade 8
R.6.1 Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)	R.7.1 Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)	R.8.1 Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (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)	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)	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)
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)	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)	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)

RI = Reading Information

RL = Reading Literature

Strand: Reading 6-12

Overarching Statement: 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.

Craft and Structure - Grade 6	Craft and Structure - Grade 7	Craft and Structure - Grade 8
<p>R.6.4 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)</p>	<p>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)</p>	<p>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)</p>
<p>R.6.5 In literary texts, analyze how a sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure and how it contributes to the development of theme, central idea, setting, or plot. (RL)</p> <p>In informational texts, 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 theme or central ideas. (RI)</p>	<p>R.7.5 In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL)</p> <p>In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)</p>	<p>R.8.5 In literary and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme, or central idea. (RI&RL)</p>
<p>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)</p> <p>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)</p>	<p>R.7.6 In literary texts, analyze how an author develops and contrasts the point of view, possible biases, and the perspectives of different characters or narrators. (RL)</p> <p>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)</p>	<p>R.8.6 In literary texts, analyze how the differences between the point of view, perspectives, and possible biases of the characters, the audience, or reader create effects such as mood and tone. (RL)</p> <p>In informational texts, explain how an author’s geographic location, identity, and/or culture affect perspective. Analyze how the author addresses conflicting evidence or viewpoints. (RI)</p>

RI = Reading Information

RL = Reading Literature

Strand: Reading 6-12

Overarching Statement: 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.

Integration of Knowledge and Ideas - Grade 6	Integration of Knowledge and Ideas - Grade 7	Integration of Knowledge and Ideas - Grade 8
R.6.7 Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)	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)	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)
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)	R.7.8 Trace and evaluate the development of 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)	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)
R.6.9 Evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	R.7.9 Evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	R.8.9 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)

RI = Reading Information

RL = Reading Literature

Strand: Reading 6-12

Overarching Statement: 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.

Key Ideas and Details - Grades 9 - 10	Key Ideas and Details - Grades 11 - 12
R.9-10.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)	R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)
R.9-10.2 Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)	R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI&RL)
R.9-10.3 In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)	R.11-12.3 In literary texts, analyze the impact of the author’s choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)

RI = Reading Information

RL = Reading Literature

Strand: Reading 6-12

Overarching Statement: 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.

Craft and Structure - Grades 9 - 10	Craft and Structure - Grades 11 - 12
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. Examine technical or key terms and how language differs across genres. (RI&RL)	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, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)
R.9-10.5 In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)	R.11-12.5 In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)
R.9-10.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). Explain how an author’s geographic location, identity, and culture affect perspective. (RI&RL)	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)
Integration of Knowledge and Ideas - Grades 9 - 10	Integration of Knowledge and Ideas - Grades 11 - 12
R.9-10.7 Analyze how a subject and/or content is presented in two or more formats by 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). (RI&RL)	R.11-12.7 In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL) In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question or solve a problem. (RI)
R.9-10.8 Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. (RI)	R.11-12.8 Delineate and evaluate an argument in applicable texts, applying a lens (e.g., constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI)
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)	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)

RI = Reading Information

RL = Reading Literature

Writing Standards - Introduction

Writing at its heart is about communication. Thus, modes of writing, such as the ones outlined in the following standards, must be taught as means of communication, and not as stand-alone, isolated skills. That is, modes should be taught as ways to intervene in rhetorical contexts for a clear purpose and to a specific audience. If students know **why** they are writing a narrative (or argument, description, etc.) and to **whom**, they can more flexibly and more effectively engage with writing as a communicative act. All students have something to say. When we teach writing rhetorically, we are helping them develop their ability to say it.

To provide rigorous writing instruction that will facilitate college and career readiness, students must have the opportunity to write consistently for a variety of high- and low-stakes purposes.

- **Low-stakes** writing is the formative writing that is crucial to developing students' identities as writers, developing dialogic relationships through writing in community with other writers, and developing ideas and draft text for high-stakes writing. Regular low-stakes writing is crucial for high-stakes writing.
- **High-stakes** writing often has a more explicitly rhetorical purpose and can take various forms, including but not limited to: conveying information in professional contexts, proposing a solution to a pressing social problem, writing with and for community groups, developing a polished literary work, writing for standardized assessments, and research-based writing to intervene in scholarly conversations.

In this writing section, the standards focus on creative, formal, and reflective writing. Students produce argumentative, informative, and narrative writing in each of these modes. These writing modes are described as:

- **Creative writing:** creative writing is writing in which students take the role of literary artists, using techniques associated with literary arts to entertain, discover, and convey imagined or real worlds. For instance, creative writing may include slam poetry, short stories, creative nonfiction, multimodal compositions, fanfiction, or lyric poetry.
- **Formal writing:** Formal writing is a flexible category that we broadly define in two ways: writing for academic inquiry and writing to engage and intervene in the social world. Writing for academic inquiry means using research, critical thinking, and analysis to address an issue in which writers have a stake for an audience. For instance, it could take the form of a research paper, presentation, or poster. Writing to engage and intervene in the social world means writing for professional, civic, and community purposes. For instance, this mode of writing could include emails, multimodal compositions, letters to the editor, argumentative essays, or campaigns with the purpose of taking action.
- **Reflective writing:** Reflective writing is formative writing that allows teachers and students to enter into conversation and develop ideas and thoughts together. It is often a building block to more specific rhetorical tasks.

Anchor Standards for Writing

Overarching Statement: 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 (a single sitting or a day or two).

Text Types and Purposes:

Students will:

Anchor Standard W1:

Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

Anchor Standard W2:

Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Anchor Standard W3:

Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

Production and Distribution of Writing

Anchor Standard W4:

Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.

Anchor Standard W5:

Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

Anchor Standard W6:

Use print and digital technology to produce and publish writing and to interact and collaborate with others.

Inquiry to Build and Present Knowledge

Anchor Standard W7:

Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.

Anchor Standard W8:

Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.

Anchor Standard W9:

Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

Strand: Writing Standards K-5

Overarching Statement: 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.

Text Types and Purposes - Kindergarten	Text Types and Purposes - Grade 1	Text Types and Purposes - Grade 2
<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>W.K.2 Use a combination of drawing, dictating, and writing to compose text in a variety of modes:</p> <ol style="list-style-type: none"> 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. Informative/explanatory text in which they name what they are writing about and supply some information about the topic. 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. 	<p>W.1.2 Write text in a variety of modes:</p> <ol style="list-style-type: none"> Opinion pieces in which they introduce the topic or name the text they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. Informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure. Convey events, real or imagined, 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. 	<p>W.2.2 Write text in a variety of modes:</p> <ol style="list-style-type: none"> Opinion pieces in which they introduce the topic or text they are writing about, state an opinion, supply reasons that support the opinion, using words for emphasis, addition, contrast, or order to connect opinion and reasons, and provide a concluding statement or section. Informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. Convey events, real or imagined, through 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.
<p>W.K.3 Use a combination of drawing, dictating, and writing to compose text that utilizes:</p> <ol style="list-style-type: none"> Organization: provide a sense of structure, attempt an introduction. Word Choice (including domain specific): use words familiar to the student. 	<p>W.1.3 Create writing that utilizes:</p> <ol style="list-style-type: none"> Organization: provide a beginning, middle and a simple ending. Transitions: simple word transitions and temporal words/pictures that link ideas. Word Choice (including domain specific): experiments with descriptive words to describe feelings, events and images. 	<p>W.2.3 Create writing that utilizes:</p> <ol style="list-style-type: none"> Organization: provide a beginning, middle and ending, that works cohesively to promote the central theme of the text. Transitions: use transitions to link and build connections between ideas, text, and events. Word Choice (including domain specific): uses descriptive words to demonstrate creativity and to provide vivid examples of feelings, events and images.

Strand: Writing Standards K-5

Overarching Statement: 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.

Production and Distribution of Writing - Kindergarten	Production and Distribution of Writing - Grade 1	Production and Distribution of Writing - Grade 2
<p>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.)</p>	<p>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.)</p>	<p>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.)</p>
<p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>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.</p>	<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>

Strand: Writing Standards K-5

Overarching Statement: 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.

Inquiry to Build and Present Knowledge - Kindergarten	Inquiry to Build and Present Knowledge - Grade 1	Inquiry to Build and Present Knowledge - Grade 2
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).
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.
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.

Strand: Writing Standards K-5

Overarching Statement: 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.

Text Types and Purposes - Grade 3	Text Types and Purposes - Grade 4	Text Types and Purposes - Grade 5
<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>W.3.2 Write text in a variety of modes:</p> <ul style="list-style-type: none"> 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. 	<p>W.4.2 Write text in a variety of modes:</p> <ul style="list-style-type: none"> 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. 	<p>W.5.2 Write text in a variety of modes:</p> <ul style="list-style-type: none"> 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.

Strand: Writing Standards K-5

Overarching Statement: 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.

Text Types and Purposes - Grade 3	Text Types and Purposes - Grade 4	Text Types and Purposes - Grade 5
<p>W.3.3 Create writing that utilizes:</p> <ul style="list-style-type: none"> 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. 	<p>W.4.3 Create writing that utilizes:</p> <ul style="list-style-type: none"> 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. 	<p>W.5.3 Create writing that utilizes:</p> <ul style="list-style-type: none"> 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.

Strand: Writing Standards K-5

Overarching Statement: 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.

Production and Distribution of Writing - Grade 3	Production and Distribution of Writing - Grade 4	Production and Distribution of Writing - Grade 5
<p>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.)</p>	<p>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.)</p>	<p>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.)</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>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 produce writing through printing, cursive, and/or typing.</p>	<p>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 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).</p>	<p>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 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).</p>

Strand: Writing Standards K-5

Overarching Statement: 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.

Inquiry to Build and Present Knowledge - Grade 3	Inquiry to Build and Present Knowledge - Grade 4	Inquiry to Build and Present Knowledge - Grade 5
W.3.7 Conduct short inquiry projects that build knowledge about a topic.	W.4.7 Conduct short inquiry projects that build knowledge through investigation of different aspects of a topic.	W.5.7 Conduct short student-driven inquiry projects that use several sources to build knowledge through investigation of different aspects of a topic.
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.
W.3.9 Recall facts from literary or informational texts to support reflection, and inquiry.	W.4.9 Recall and use facts from literary or informational texts to support analysis, reflection, and inquiry.	W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

Strand: Writing Standards 6-12

Overarching Statement: 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.

Text Types and Purposes - Grade 6	Text Types and Purposes - Grade 7	Text Types and Purposes - Grade 8
<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>W.6.2 Write text in a variety of modes:</p> <ol style="list-style-type: none"> Write arguments to support claims with clear reasons, relevant evidence, and literary theory. Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. 	<p>W.7.2 Write text in a variety of modes:</p> <ol style="list-style-type: none"> 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. Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization 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. 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. 	<p>W.8.2 Write text in a variety of modes:</p> <ol style="list-style-type: none"> 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) from alternate or opposing claims, and organize the reasons and evidence logically. Write informative/explanatory 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. 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.

Strand: Writing Standards 6-12

Overarching Statement: 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.

Text Types and Purposes - Grade 6	Text Types and Purposes- Grade 7	Text Types and Purposes -Grade 8
<p>W.6.3 Create writing that utilizes:</p> <ul style="list-style-type: none"> 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. 	<p>W.7.3 Create writing that utilizes:</p> <ul style="list-style-type: none"> 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. 	<p>W.8.3 Create writing that utilizes:</p> <ul style="list-style-type: none"> 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.

Strand: Writing Standards 6-12

Overarching Statement: 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.

Production and Distribution of Writing - Grade 6	Production and Distribution of Writing - Grade 7	Production and Distribution of Writing - Grade 8
<p>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.)</p>	<p>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.)</p>	<p>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.)</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>W.6.6 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.</p>	<p>W.7.6 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, including linking to and citing sources.</p>	<p>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.</p>

Strand: Writing Standards 6-12

Overarching Statement: 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.

Inquiry to Build and Present Knowledge - Grade 6	Inquiry to Build and Present Knowledge - Grade 7	Inquiry to Build and Present Knowledge - Grade 8
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 and generating additional related, focused questions for further research and investigation.	W.8.7 Conduct short inquiry projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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, 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.	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.
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)

Strand: Writing Standards 6-12

Overarching Statement: 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.

Text Types and Purposes - Grades 9-10	Text Types and Purposes - Grades 11-12
<p>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.</p>	<p>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.</p>
<p>W.9-10.2 Write text in a variety of modes:</p> <ul style="list-style-type: none"> 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 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. 	<p>W.11-12.2 Write text in a variety of modes:</p> <ul style="list-style-type: none"> 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 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 well-chosen 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.

Strand: Writing Standards 6-12

Overarching Statement: 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.

Text Types and Purposes - Grades 9-10	Text Types and Purposes - Grades 11-12
<p>W.9-10.3 Create writing that utilizes:</p> <ul style="list-style-type: none"> 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. b. Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. c. Word Choice (including domain specific): 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. 	<p>W.11-12.3 Create writing that utilizes:</p> <ul style="list-style-type: none"> 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: 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. c. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Strand: Writing Standards 6-12

Overarching Statement: 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.

Production and Distribution of Writing - Grades 9-10	Production and Distribution of Writing - Grades 11-12
<p>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.)</p>	<p>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.)</p>
<p>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.</p>	<p>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.</p>
<p>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:</p> <ol style="list-style-type: none"> connecting writers and readers, producing accessible experiences for specific audiences, and dynamically and flexibly matching modes with ideas to communicate with readers. 	<p>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:</p> <ol style="list-style-type: none"> connecting writers and readers, producing accessible experiences for specific audiences, and dynamically and flexibly matching modes with ideas to communicate with readers.
Inquiry to Build and Present Knowledge - Grades 9-10	Inquiry to Build and Present Knowledge - Grades 11-12
<p>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 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.</p>	<p>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.</p>
<p>W.9-10.8 Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>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.</p>
<p>W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 9-10 Reading standards)</p>	<p>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 11-12 Reading standards)</p>

Speaking and Listening Standards - Introduction

These standards are directed toward developing students' abilities to productively participate in communicative exchanges. Productive participation means that students are able to communicate in large group, small group, and one-on-one exchanges with varied audiences, for varied purposes, and in varied situations; can respond to and develop what others have said; can contribute accurate, relevant information; and can analyze and synthesize a multitude of ideas in various domains. Students must have ample opportunities to take part in a variety of conversations and communicative exchanges in order to practice and apply these standards. Some standards repeat from grade-level to grade-level in recognition of the fact that students' understandings develop and deepen over time. The ultimate goal of these standards is that students are able to understand and make flexible choices in their use of language in order to meet their communicative goals with varied audiences, for varied purposes, and in varied situations.

Please reference the "Overall Structure of the Document" for definitions and explanations of standardized English and communicative competence.

Anchor Standards for Speaking & Listening

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.

Strand: Speaking & Listening K-5

Overarching Statement: 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 - Kindergarten	Comprehension and Collaboration - Grade 1	Comprehension and Collaboration - Grade 2
<p>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.</p> <ul style="list-style-type: none"> 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. 	<p>SL.1.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> 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. 	<p>SL.2.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> 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.
<p>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.</p>	<p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>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.</p>	<p>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.</p>
Presentation of Knowledge and Ideas - Kindergarten	Presentation of Knowledge and Ideas - Grade 1	Presentation of Knowledge and Ideas - Grade 2
<p>SL.K.4 With guidance and support, describe familiar people, places, things, and events.</p>	<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas clearly.</p>	<p>SL.2.4 Tell a story or recount an experience with descriptive details, expressing ideas clearly.</p>
<p>SL.K.5 With guidance and support, create an original or utilize existing visual displays to support descriptions.</p>	<p>SL.1.5 Create an original or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings.</p>	<p>SL.2.5 Include digital media and visual displays in presentations to clarify or support ideas, thoughts, and feelings.</p>

Strand: Speaking & Listening K-5

Overarching Statement: 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 - Grade 3	Comprehension and Collaboration - Grade 4	Comprehension and Collaboration - Grade 5
<p>SL.3.1 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.</p> <ul style="list-style-type: none"> 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. 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. 	<p>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.</p> <ul style="list-style-type: none"> 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 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. 	<p>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.</p> <ul style="list-style-type: none"> 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 elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.
<p>SL.3.2 Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats.</p>	<p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats.</p>	<p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats.</p>
<p>SL.3.3 Ask and answer questions about information from a speaker, offering elaboration and detail.</p>	<p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>

Strand: Speaking & Listening K-5

Overarching Statement: 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.

Presentation of Knowledge and Ideas - Grade 3	Presentation of Knowledge and Ideas - Grade 4	Presentation of Knowledge and Ideas - Grade 5
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.
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.

Strand: Speaking & Listening 6-12

Overarching Statement: 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 - Grade 6	Comprehension and Collaboration - Grade 7	Comprehension and Collaboration - Grade 8
<p>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.</p> <ul style="list-style-type: none"> 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, set 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. 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 an understanding of multiple perspectives through reflection and paraphrasing. 	<p>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.</p> <ul style="list-style-type: none"> 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, 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). c. 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. d. Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. 	<p>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.</p> <ul style="list-style-type: none"> 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 monitor progress toward goals. c. Pose questions that connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas. Promote multiple perspectives. d. Evaluate new information expressed by others and, when warranted, qualify or justify one's own views in light of the evidence presented.
<p>SL.6.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.</p>	<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>

Strand: Speaking & Listening 6-12

Overarching Statement: 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.

Presentation of Knowledge and Ideas - Grade 6	Presentation of Knowledge and Ideas - Grade 7	Presentation of Knowledge and Ideas - Grade 8
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.
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.

Strand: Speaking & Listening 6-12

Overarching Statement: 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 - Grades 9-10	Comprehension and Collaboration - Grades 11-12
<p>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.</p> <ul style="list-style-type: none"> 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. 	<p>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.</p> <ul style="list-style-type: none"> 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.
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
Presentation of Knowledge and Ideas - Grades 9-10	Presentation of Knowledge and Ideas - Grades 11-12
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>

Language Standards - Introduction

The language standards are directed toward developing students' understanding and working knowledge of how language functions and how it functions differently depending upon culture and context. This includes conventions of standardized English grammar, usage, and mechanics, as well as expanding vocabulary and appreciating that words have literal and nonliteral meanings, shadings of meaning, and relationships to other words. These standards are not meant to be practiced or applied in isolation, but to be applied when composing, creating, and speaking, meaning they must be applied to the writing and speaking standards so that students meet their communicative goals. These standards are also meant to be applied to the reading and listening standards so that students are able to more fully comprehend and analyze the meaning of varied texts. Some standards repeat from grade-level to grade-level in recognition of the fact that students' understandings develop and deepen over time. The ultimate goal of these standards is that students are able to understand and make flexible choices in their use of language and conventions in order to meet their communicative goals with varied audiences, for varied purposes, and in varied situations.

Please reference the "Overall Structure of the Document" for definitions and explanations of standardized English, code-meshing, and communicative competence.

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

Anchor Standard L1:

Students Will:

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.

Strand: Language K-5

Overarching Statement: 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 - Kindergarten	Knowledge of Language - Grade 1	Knowledge of Language - Grade 2
<p>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.</p> <p>a. Recognize and appreciate the linguistic diversity of peers, teachers, and other members of the school community.</p>	<p>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.</p> <p>a. Recognize and appreciate the linguistic diversity of peers, teachers, and other members of the school community.</p>	<p>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.</p> <p>a. Recognize and appreciate linguistic diversity (e.g., at home, in the community and in peer and professional writing and speaking).</p> <p>b. Recognize formal and informal uses of English.</p>

Strand: Language K-5

Overarching Statement: 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.

Vocabulary Acquisition and Use - Kindergarten	Vocabulary Acquisition and Use - Grade 1	Vocabulary Acquisition and Use - Grade 2
<p>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.</p> <ul style="list-style-type: none"> 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). 	<p>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.</p> <ul style="list-style-type: none"> a. Use inflexional forms as clues to the meaning of unknown words (e.g., looks, looked). b. Identify common root words. 	<p>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.</p> <ul style="list-style-type: none"> 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.
<p>L.K.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>With guidance and support from adults:</p> <ul style="list-style-type: none"> 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). 	<p>L.1.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>With guidance and support from adults:</p> <ul style="list-style-type: none"> 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). 	<p>L.2.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> 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).
<p>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.</p>	<p>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.</p>	<p>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.).</p>

Strand: Language K-5

Overarching Statement: 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.

Conventions of Standardized English - Kindergarten	Conventions of Standardized English - Grade 1	Conventions of Standardized English - Grade 2
<p>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.</p> <p>Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> Frequently used nouns, verbs, and prepositions. Oral pluralizations of nouns. Question words (who, what, etc.). Oral production and expansion of complete sentences. 	<p>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.</p> <p>Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> Common, proper, and possessive nouns. Nouns/verbs agreement in simple sentences. Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions. Production and expansion of complete sentences in response to prompts. 	<p>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.</p> <p>Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs. Production, expansion, and rearrangement of complete simple and compound sentences.
<p>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.</p> <p>Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> Capitalization of the first word in a sentence. Name frequently used punctuation. Phonetically spell simple words drawing on knowledge of letter-sound relationships. Related to Reading Foundational standards (RF.K.3). Writes letters for most consonant and short vowel sounds (phonemes). Related to Reading Foundational standards (RF.K.3). 	<p>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.</p> <p>Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> Capitalization of dates and names of people. End punctuation. Commas in dates and simple sets. 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). 	<p>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.</p> <p>Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> Capitalization of holidays, products, geographic places. Commas in greetings and closings. Apostrophes in contractions and frequently occurring possessives. Use common spelling patterns, phonemic awareness, and basic reference materials to solve words. Related to Reading Foundational standards (RF.2.3).

Strand: Language K-5

Overarching Statement: 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 - Grade 3	Knowledge of Language - Grade 4	Knowledge of Language - Grade 5
<p>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.</p> <ul style="list-style-type: none"> 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. 	<p>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.</p> <ul style="list-style-type: none"> 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. 	<p>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.</p> <ul style="list-style-type: none"> 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.

Strand: Language K-5

Overarching Statement: 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.

Vocabulary Acquisition and Use - Grade 3	Vocabulary Acquisition and Use - Grade 4	Vocabulary Acquisition and Use - Grade 5
<p>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.</p> <ul style="list-style-type: none"> 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. 	<p>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.</p> <ul style="list-style-type: none"> 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. 	<p>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.</p> <ul style="list-style-type: none"> a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
<p>L.3.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> 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). 	<p>L.4.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> 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). 	<p>L.5.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> 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).
<p>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.</p> <ul style="list-style-type: none"> a. Identify and use phrases that signal spatial and temporal relationships (e.g., after dinner that night, we went looking for them.). 	<p>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.</p> <ul style="list-style-type: none"> a. 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). 	<p>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.</p> <ul style="list-style-type: none"> a. Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Strand: Language K-5

Overarching Statement: 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.

Conventions of Standardized English - Grade 3	Conventions of Standardized English - Grade 4	Conventions of Standardized English - Grade 5
<p>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.</p> <p>Appropriately use and explain the intended purpose of language choice with:</p> <ul style="list-style-type: none"> 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). 	<p>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.</p> <p>Appropriately use and explain the intended purpose of language choice with:</p> <ul style="list-style-type: none"> 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). 	<p>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.</p> <p>Appropriately use and explain the intended purpose of language choice with:</p> <ul style="list-style-type: none"> a. Conjunctions. b. Verb tenses. c. Correlative conjunctions. d. Use of “they” and “their” when referring to singular people or ideas.
<p>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</p> <p>Appropriately use and explain the intended purpose in conventions with:</p> <ul style="list-style-type: none"> 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 basic words. g. Use learned syllable patterns and reference materials to solve and write unknown words. 	<p>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</p> <p>Appropriately use and explain the intended purpose in conventions with:</p> <ul style="list-style-type: none"> 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. 	<p>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</p> <p>Appropriately use and explain the intended purpose in conventions with:</p> <ul style="list-style-type: none"> 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.

Strand: Language 6-12

Overarching Statement: 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 - Grade 6	Knowledge of Language - Grade 7	Knowledge of Language - Grade 8
<p>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.</p> <ul style="list-style-type: none"> 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. 	<p>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.</p> <ul style="list-style-type: none"> 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. 	<p>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.</p> <ul style="list-style-type: none"> 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.

Strand: Language 6-12

Overarching Statement: 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.

Vocabulary Acquisition and Use - Grade 6	Vocabulary Acquisition and Use - Grade 7	Vocabulary Acquisition and Use - Grade 8
<p>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.</p> <p>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).</p> <p>b. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p>	<p>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</p> <p>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).</p> <p>b. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p>	<p>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</p> <p>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).</p> <p>b. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p>
<p>L.6.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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.</p> <p>b. Interpret figures of speech (e.g., personification) in context.</p> <p>c. Use the relationship between particular words (e.g., cause/effect) to better understand each of the words.</p> <p>d. Distinguish between words with similar definitions (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>	<p>L.7.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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.</p> <p>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).</p>	<p>L.8.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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.</p> <p>b. Analyze the impact of specific word choice on meaning and tone, including analogies or allusions to other texts.</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>

Strand: Language 6-12

Overarching Statement: 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.

Conventions of Standardized English - Grade 6	Conventions of Standardized English - Grade 7	Conventions of Standardized English - Grade 8
<p>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.</p> <p>Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> Use of objective, subjective, possessive, and intensive pronouns Strategies to improve expression in conventional language 	<p>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.</p> <p>Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> Phrases and clauses Simple, compound, and complex sentences signaling differing relationships among ideas Recognizing and correcting dangling modifiers 	<p>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.</p> <p>Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> Active and passive voice verbs Indicative, imperative, interrogative, conditional, and subjunctive mood verbs Recognizing and correcting shifts in verb voice and mood
<p>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.</p> <p>Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> Commas, parentheses, and dashes Correct spelling 	<p>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.</p> <p>Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> Commas to separate coordinate adjectives Correct spelling 	<p>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.</p> <p>Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> Punctuation to recognize a pause or break Ellipsis to indicate an omission Correct spelling

Strand: Language 6-12

Overarching Statement: 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 - Grades 9-10	Knowledge of Language - Grades 11-12
<p>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.</p> <ul style="list-style-type: none"> 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. 	<p>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.</p> <ul style="list-style-type: none"> 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.

Strand: Language 6-12

Overarching Statement: 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.

Vocabulary Acquisition and Use - Grades 9-10	Vocabulary Acquisition and Use - Grades 11-12
<p>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.</p> <ul style="list-style-type: none"> 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). 	<p>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.</p> <ul style="list-style-type: none"> 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).
<p>L.9-10.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> 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). 	<p>L.11-12.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> 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.
<p>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.</p>	<p>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.</p>

Strand: Language 6-12

Overarching Statement: 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.

Conventions of Standard English - Grades 9-10	Conventions of Standard English - Grades 11-12
<p>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.</p> <p>Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> Use parallel structure. 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). 	<p>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.</p> <p>Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> Recognize that conventions (i.e., aspects of punctuation, layout, and formatting within a particular genre) are the result of agreed upon usage. Identify ways in which usage and conventions vary and are sometimes contested. 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).
<p>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.</p> <p>Appropriately use and explain the intended purpose in conventions with:</p> <ul style="list-style-type: none"> Use colons and semicolons appropriately. Spell correctly. 	<p>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.</p> <p>Appropriately use and explain the intended purpose in conventions with:</p> <ul style="list-style-type: none"> 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). Spell correctly.

Endnotes

- a. Wisconsin Department of Public Instruction, "Wisconsin's Guiding Principles for Teaching and Learning," Wisconsin Department of Public Instruction, September 2011, <https://dpi.wi.gov/standards/guiding-principles>.
- b. Hudley, Anne H. Charity and Christine Mallinson, *Understanding English Language Variation in U.S. Schools* (New York and London: Teachers College Press, 2011).
- c. Johnson, N.J., Koss, M.D., & Martinez, M., "Through the sliding glass door: #EmpowerTheReader," *The Reading Teacher* 71, 5 (2017): 569-77.
- d. Sims, Bishop, R., "Windows, mirrors, and sliding glass doors" *Perspectives: Choosing and Using Books for the Classroom*, 6, 3 (1990).

Appendix 1

Wisconsin's Key Shifts in English Language Arts

Appendix 1. Wisconsin’s Key Shifts in English Language Arts, 2020

The 2020 *Wisconsin Standards for English Language Arts* are built on the foundation of existing standards (Council of Chief State School Officers, 2010) and reflect new research and understandings of the English language arts and literacy. Wisconsin’s standards identify the knowledge, skills, and habits that will allow students to succeed in their chosen paths. Understanding how the standards differ from previous standards and how Wisconsin standards differ from national standards is essential to implementing Wisconsin’s standards well and selecting, adopting, and personalizing standards-aligned instructional materials.

There are five important shifts from previous standards to the 2020 *Wisconsin Standards for English Language Arts*. Identifying the key shifts builds understanding of how these standards differ from previous standards. The shifts also serve as a tool that educators can use to identify what is necessary in standards-aligned instruction and assessment at a high level. Three of the five shifts are from the 2010 standards (Council of Chief State School Officers, 2010) but have been expanded upon to emphasize advancing educational equity in English language arts. Two of the five shifts are new and unique to Wisconsin.

The following are key shifts in Wisconsin's 2020 Standards for English Language Arts:

Key shift 1: Learning about and application of reading, writing, speaking, listening, and language emphasizes recognizing, valuing, and sustaining students’ identities and the identities of others.

This Wisconsin-specific shift emphasizes the unique opportunities that the discipline of English language arts provides to understand the human experience and one’s place within it. Instruction and instructional materials ensure that every learner meets or exceeds grade-level standards while also reflecting and valuing a multitude of identities.

Instruction and instructional materials for English language arts promote identity exploration by providing opportunities for every student to:

- a. Access learning and communicate understanding across race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income (The Aspen Education & Society Program and the Council of Chief State School Officers, 2017).
- b. Interact with and create fiction texts - a practice that is critical to English language arts as a discipline - to encourage students to explore their lived experiences and the lived experiences of others (Sims, Bishop, R. 1990).
- c. Sustain linguistic plurality by teaching students to use and value English in all its forms (rather than valuing standardized English above other languages) (Hudley, Anne H. Charity and Mallinson, Christine, 2011).
- d. Identify, investigate, and answer questions that are of interest to students.

- e. Use writing, speaking, and other forms of communication to educate and advocate for change in their communities (Christensen, 2009; Lewison, Flint, & Van Sluys, 2002; Luke, 2004).

Key shift 2: All students are flexible users of language.

Wisconsin standards for English Language Arts include overarching statements designed to foster students who are able to adjust their language to meet communicative goals. One overarching statement is applied to all standards: *Literate individuals are flexible; they respond to the varying demands of audience, task, purpose, and discipline.* In addition, each strand (reading, writing, speaking and listening, and language) has an overarching statement unique to the strand.

Instruction and instructional materials for English language arts promote flexibility in language use by ensuring every student:

- a. Experiences and creates texts that reflect Wisconsin's broad definition of text. Wisconsin defines text broadly as any communication involving language. Text can be written, spoken, or visual.
- b. Reads and creates texts in a variety of formats, about a variety of topics, and representing many genres, including reading and writing for enjoyment.
- c. Learns in a classroom community in which educators are careful not to send explicit or implicit messages that one form of English is more correct or acceptable than another.
- d. Intentionally determines how to use English in the ways that are most appropriate for meeting one's communicative goals given the situation and audience.

Key shift 3: All students engage in regular practice with complex texts (both literary and informational) and building academic vocabulary.

(This shift, included with the release of the Common Core State Standards in 2010, is still applicable and supported in the 2020 Wisconsin Academic Standards for English Language Arts.)

The standards call for students to develop ability and confidence in understanding complex text. Further, the standards call for building students' vocabularies through a mix of text-based conversation, direct instruction, and reading. Ability to understand complex text and the development of vocabulary are critical to engaging meaningfully with complex texts and topics and, therefore, finding success in college, careers, and communities.

Instruction and instructional materials for English language arts engages students with increasingly complex text and build academic vocabulary by ensuring every student:

- a. Engages in integrated instruction in comprehension, writing, speaking, listening, and language in order to independently and proficiently understand and create grade-level text. This includes - at the earliest grades - instruction in reading foundational skills, including explicit and systematic phonics instruction.
- b. Experiences a staircase of increasing complexity in the texts* they read and create, including experience with texts that reflect Wisconsin's broad definition of text as communications - written, spoken, or visual - involving language.
- c. Develops general academic vocabulary and discipline-specific vocabulary while also building a curiosity about words and language.

* Every student experiences texts for instruction based on a multi-dimensional vision of text complexity, including quantitative measures (such as Lexile level); qualitative measures (including structure of the text, levels of meaning within the text language conventionality, and the knowledge demands necessary to make sense of the text); factors unique to the reader and task); and representation and diversity.

Key shift 4: All students engage in reading, writing, and speaking that is grounded in textual evidence.

(This 2010 shift, included with the release of the Common Core State Standards in 2010, is still applicable and supported in the 2020 Wisconsin Academic Standards for English Language Arts.)

In a modern society saturated with print and digital information, students must be able to evaluate evidence in the writing and speaking of others and apply evidence in their own writing and speaking. While students must be able to notice, evaluate, and apply evidence in academic texts, it is equally important that students understand how evidence varies based on audience, task, and purpose. Further, students must be flexible users of language able to evaluate and apply evidence in a variety of types of written, spoken, and digital texts.

Instruction and instructional materials for English language arts engage students in reading, writing, and speaking grounded in textual evidence by ensuring every student:

- a. Evaluates evidence provided within texts they read, listen to, or view.
- b. Engages in reading, listening, and viewing tasks that require them to answer a range of text-dependent questions whose answers depend on their having read the texts with care and which require inferences based on careful attention to the text.
- c. Uses writing, speaking, or creating to share clear information and present careful analysis and well-defended claims in original texts and in response to questions about what they read.

- d. Can justify their choices about evidence based not just on credibility but also on audience and purpose, evaluating and using sources beyond academic sources.

Key shift 5: All learners build knowledge through text.

(This 2010 shift, included with the release of the Common Core State Standards in 2010, is still applicable and supported in the 2020 Wisconsin Academic Standards for English Language Arts.)

Wisconsin's 2020 Standards for English Language Arts focus on ensuring that every student can comprehend and create text because text is a widely-used method of sharing information and ideas. Unlike Wisconsin's 2010 standards, the 2020 English language standards apply exclusively to English language arts. Educators of content areas outside of English language arts should continue to use [Wisconsin standards for Literacy in All Subject Areas](#) to support students in acquiring and communicating information in ways unique to each discipline.

Content-rich nonfiction texts are sometimes utilized in English language arts instruction. For example, such texts may be utilized to build background knowledge necessary to comprehend texts used in service to ELA standards. Also, content-rich nonfiction texts may be utilized in English language arts as part of interdisciplinary learning. However, reading nonfiction texts in English language arts is not a substitute for specific instruction in a content area (such as science or social studies).

Instruction and instructional materials for English language arts engage students in building knowledge through text by ensuring that every student:

- a. Engages with texts that are intentionally organized around topics to build student knowledge and vocabulary to support work toward independent reading and comprehension.
- b. Locates, reads, and understands nonfiction text to answer questions important to the student.
- c. Asks questions while reading and seeks out nonfiction texts to answer those questions.

Bibliography

The Aspen Education & Society Program and the Council of Chief State School Officers. *Leading for Equity: Opportunities for State Education Chiefs*. Washington, D.C., 2017.

Christensen, L.M. *Teaching for Joy and Justice: Re-imagining the Language Arts Classroom*. Milwaukee, WI: Rethinking Schools, 2009.

Hudley, Anne H. Charity and Christine Mallinson. *Understanding English Language Variation in U.S. Schools*. New York and London: Teachers College Press, 2011.

“Key Shifts in English Language Arts.” Common Core State Standards Initiative. Accessed May, 2020. <http://www.corestandards.org>.

Lewis, M., Flint, A.S., & Van Sluys, K. “Taking on critical literacy: The journey of newcomers and novices.” *Language Arts* 79(5), 382-392 (2002).

Luke, A. Foreword in McLaughlin, M. and Devoogd, G. (2004). *Critical literacy: Enhancing students' comprehension of text*. New York: Scholastic, 2004.

National Governors Association Center for Best Practices, Council of Chief State School Officers. *Common Core State Standards English Language Arts*. Washington D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010.

Sims, Bishop, R. “Windows, mirrors, and sliding glass doors.” *Perspectives: Choosing and Using Books for the Classroom*, 6, 3 (1990).

Appendix 2

Reading Foundational Skills

Appendix 2. Reading Foundational Skills

The following supplements the Reading Standards: Foundational Skills (K–5) in the main document (pp. 16-19). See the bibliography of this appendix for sources used in helping construct the foundational skills and the material below.

Decoding: the opposite of encoding. It involves seeing written symbols and being able to say what sound they represent, then blending those sounds to make a word.

For example: a student is looking at the word sharp, says the sounds: /sh/ /ar/ /p/ then reads the word sharp, same example for through, /th/ /r/ /oo/.

Encoding: the process of hearing a sound and being able to write a symbol to represent that sound. For example: if a child hears the sound /t/ and then writes the letter 't', this means they are able to encode this sound. Encoding also involves hearing a whole word, matching speech/phoneme to print/grapheme, and writing the whole word, ultimately, with the correct spelling.

Fluency is comprised of three dimensions: accuracy, automaticity, and prosody (Kuhh, Schwanenflugel, & Meisinger, 2010).

- **Accuracy:** the ability to recognize and read words correctly. Inaccurate readers often have a weakness with decoding; readers who struggle with decoding will be disfluent. Comprehension may also be compromised.
- **Automaticity:** the appropriate rate, or speed, of reading. Emergent readers are typically less automatic than more advanced readers because their attention is heavily focused upon decoding the words. In order for automaticity in word reading to occur, it is necessary to develop fluency (i.e., automaticity and accuracy) in the underlying foundational skills. This includes proficiency in phonemic awareness (segmenting, blending, manipulation), letter knowledge (sounds and names), and ease in blending. Accurate word-level reading is essential to the development of phrase-level and passage level fluency. Before automaticity can occur, students must have a foundation of accurate word reading which includes (1) the ability to effortlessly decode and read regular cvc words, and (2) a large bank of words that are recognized by sight. Sight words are defined as any word that is retained in long-term memory and automatically recognized by sight; these include both regularly and irregularly spelled words.
- **Prosody:** the expression, intonation and purposeful phrasing used to give meaning to the text.

Students demonstrate fluency during oral reading through effortless word recognition, steady /appropriate pacing, and expressive reading. Fluency may vary based on the complexity of the text and the background knowledge of the reader. Collectively, these dimensions support reading comprehension during oral and silent reading.

Phoneme-Grapheme Correspondences (sound to letter correspondence)

Consonants

Common graphemes (spellings) are listed in the following table for each of the consonant sounds. Note that the term *grapheme* refers to a letter or letter combination that corresponds to one speech sound.

Figure 8: Consonant Phoneme-Grapheme Correspondences in English

Phoneme	Word Examples	Common Graphemes (Spellings) for the Phoneme*
/p/	pit, spider, stop	p
/b/	bit, brown, bubble	b
/t/	tickle, mitt, slipped	t, tt, ed
/m/	mitt, comb, hymn	m, mb, mn
/d/	die, loved	d, ed
/n/	nice, knight, gnat	n, kn, gn
/k/	cup, kite, duck, chorus, folk, quiet	k, c, ck, ch, lk, q
/g/	girl, Pittsburgh	g, gh
/ng/	sing, bank	ng, n
/f/	fluff, sphere, tough, calf	f, ff, gh, ph, lf
/v/	van, dove	v, ve
/s/	sit, pass, science, psychic	s, ss, sc, ps

/z/	zoo, jazz, nose, as, xylophone	z, zz, se, s, x
/th/	thin, breath, ether	th
/ <u>th</u> /	this, breathe, either	th
/sh/	shoe, mission, sure, charade, precious, notion, mission, special	sh, ss, s, ch, sc, ti, si, ci
/zh/	measure, azure	s, z
/ch/	cheap, future, etch	ch, tch
/j/	judge, wage	j, dge, ge
/l/	lamb, call, single	l, ll, le
/r/	reach, wrap, her, fur, stir	r, wr, er/ur/ir
/y/	you, use, feud, onion	y, (u, eu), i
/w/	witch, queen	w, (q)u
/wh/	where	wh
/h/	house, whole	h, wh
*Graphemes in the word list are among the most common spellings, but the list does not include all possible graphemes for a given vowel. Many graphemes are more than one letter.		

Vowels

Common graphemes (spellings) are listed in the following table for each of the vowel sounds. Note that the term *grapheme* refers to a letter or letter combination that corresponds to one speech sound.

Figure 9. Vowel Phoneme-Grapheme Correspondences in English

Phoneme	Word Examples	Common Graphemes (Spellings) for the Phoneme*
/ē/	see, these, me, eat, key, happy, chief, either	ee, e_e, -e, ea, ey, -y, ie, ei
/ī/	sit, gym	i, y
/ā/	make, rain, play, great, baby, eight, vein, they	a_e, ai, ay, ea, -y, eigh, ei, ey
/è/	bed, breath	e, ea
/ă/	cat	a
/ī/	time, pie, cry, right, rifle	i_e, ie, -y, igh, -i
/ö/	fox, swap, palm	o, wa, al
/ü/	cup, cover, flood, tough	u, o, oo, ou
/aw/	saw, pause, call, water, bought	aw, au, all, wa, ough
/ō.	vote, boat, toe, snow, open	o_e, oa, oe, ow, o-
/oo/	took, put, could	oo, u, ou
/ū/ [oo]	moo, tube, blue, chew, suit, soup	oo, u_e, ue, ew, ui, ou

/y//ū/	use, few, cute	u, ew, u_e
/oi/	boil, boy	oi, oy
/ow/	out, cow	ou, ow
er	her, fur, sir	er, ur, ir
ar	cart	ar
or	sport	or
<p>*Graphemes in the word list are among the most common spellings, but the list does not include all possible graphemes for a given vowel. Many graphemes are more than one letter.</p>		

Phonological Awareness:

The ability to detect and manipulate the units of spoken language. Phonological awareness is a global awareness of large chunks of speech, word awareness (counting number of words in a phrase or sentence/ word boundaries), spoken syllable, onset-rime (cl--ean, br-oom, d--og), and phoneme (/c/ /a/ /t/). It does not include the ability to visually recognize print.

Phonological awareness skills include the ability to: hear and detect individual words; detect and produce rhyming words; segment and blend words into syllables; segment and blend onset and rime of single syllable words; and segment and manipulate individual phonemes in words (*phonemic awareness*).

See below for the progression of skills with labeled examples.

General Progression of Phonological Awareness Skills (PreK–1)

Word Awareness (Spoken Language) (Phonological Awareness)

Move a chip or marker to stand for each word in a spoken sentence.

The dog barks. (3)

The brown dog barks. (4)

The brown dog barks loudly. (5)

Rhyme Recognition during Word Play (Phonological Awareness)

Say “yes” if the words have the same last sounds (rhyme):

clock/dock (y)

red/said (y)

down/boy (n)

Repetition and Creation of Alliteration during Word Play (Phonological Awareness)

Nice, neat Nathan

Chewy, chunky chocolate

Syllable Counting or Identification (Spoken Language) (Phonological Awareness)

A spoken syllable is a unit of speech organized around a vowel sound.

Repeat the word, say each syllable loudly, and feel the jaw drop on the vowel sound:

chair (1) table (2) gymnasium (4)

Onset and Rime Manipulation (Spoken Language) (Phonological Awareness)

Within a single syllable, *onset* is the consonant sound or sounds that may precede the vowel; *rime* is the vowel and all other consonant sounds that may follow the vowel.

Say the two parts slowly and then blend into a whole word: **(Phonological Awareness)**

school onset - /sch/; rime - /ool/

star onset - /st/; rime - /ar/

place onset - /pl/; rime - /ace/

all onset (none); rime - /all/

General Progression of Phoneme Awareness Skills (K–2)

Phonemes are individual speech sounds that are combined to create words in a language system. Phoneme awareness requires progressive differentiation of sounds in spoken words and the ability to think about and manipulate those sounds. Activities should lead to the pairing of phonemes (speech sounds) with graphemes (letters and letter combinations that represent those sounds) for the purposes of word recognition and spelling.

Phoneme Identity (Phonemic Awareness)

Say the sound that begins these words. What is your mouth doing when you make that sound?

milk, mouth, monster /m/ – The lips are together, and the sound goes through the nose.

thick, thimble, thank /th/ – The tongue is between the teeth, and a hissy sound is produced.

octopus, otter, opposite /o/ – The mouth is wide open, and we can sing that sound.

Phoneme Isolation (Phonemic Awareness)

What is the first speech sound in this word?

ship /sh/

van /v/

king /k/

Echo /e/

What is the last speech sound in this word? (Phonemic Awareness)

comb /m/

sink /k/

rag /g/

Go /o/

What is the middle sound in the word? (Phonemic Awareness)

Ship /i/

Rag /a/

Luck /u/

Phoneme Blending (Spoken Language) (Phonemic Awareness)

Blend the sounds to make a word:

(Provide these sounds slowly.)

/s/ /ay/ say

/ou/ /t/ out

/sh/ /ar/ /k/ shark

/p/ /o/ /s/ /t/ post

Phoneme Segmentation (Spoken Language) (Phonemic Awareness)

Say each sound as you move a chip onto a line or sound box:

no /n/ /o/

rag /r/ /a/ /g/

socks /s/ /o/ /k/ /s/

float /f/ /l/ /oa/ /t/

Phoneme Addition (Spoken Language) (Phonemic Awareness)

What word would you have if you added /th/ to the beginning of “ink”? (think)

What word would you have if you added /d/ to the end of the word “fine”? (find)

What word would you have if you added /z/ to the end of the word “frog”? (frogs)

Phoneme Substitution (Spoken Language) (Phonemic Awareness)

Say “rope.” Change /r/ to /m/. What word would you get? (mope)

Say “chum.” Change /u/ to /ar/. What word would you get? (charm)

Say “sing.” Change /ng/ to /t/. What word would you get? (sit)

Phoneme Deletion (Spoken Language) (Phonemic Awareness)

Say “park.” Now say “park” without /p/. (ark)

Say “four.” Now say “four” without /f/. (or)

Orthography Categories of Phoneme-Grapheme Correspondences

Figure 10: Consonant Graphemes with Definitions and Examples

Grapheme Type	Definition	Examples
Single letters	A single consonant letter can represent a consonant phoneme.	b, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z
Doublets	A doublet uses two of the same letter to spell one consonant phoneme.	ff, ll, ss, zz
Digraphs	A digraph is a two- (di-) letter combination that stands for one phoneme; neither letter acts alone to represent the sound.	Th, sh, ch, wh Ph, ng (sing) Gh (cough) [ck is a guest in this category]
Trigraphs	A trigraph is a three- (tri-) letter combination that stands for one phoneme; none of the letters acts alone to represent the sound.	-tch -dge
Consonants in blends	A blend contains two or three graphemes because the consonant sounds are separate and identifiable. A blend is not “one sound.”	s-c-r (scrape) th-r (thrush) c-l (clean) f-t (sift) l-k (milk) s-t (most) and many more
Silent letter combinations	Silent letter combinations use two letters: one represents the phoneme, and the other is silent. Most of these are from Anglo-Saxon or Greek.	kn (knock), wr (wrestle), gn (gnarl), ps (psychology), rh (rhythm), -mb (crumb), -lk (folk), -mn (hymn), -st (listen)
Combination qu	These two letters, always together, usually stand for two sounds, /k/ /w/.	<u>qu</u> ickly

Figure 11: Vowel Graphemes with Definitions and Examples

Grapheme Type	Definition	Examples
Single letters	A single vowel letter stands for a vowel sound.	(short vowels) cap, hit, gem, clod, muss (long vowels) <u>me</u> , <u>no</u> , <u>music</u>
Vowel teams	A combination of two, three, or four letters stands for a vowel.	(short vowels) head, hook (long vowels) <u>boat</u> , <u>sigh</u> , <u>weigh</u> (diphthongs) <u>toil</u> , <u>bout</u>
Vowel-r combinations	A vowel, followed by r, works in combination with /r/ to make a unique vowel sound.	<u>car</u> , <u>sport</u> , <u>her</u> , <u>burn</u> , <u>first</u>
Vowel-consonant-e (VCe)	The vowel-consonant-silent e pattern is common for spelling a long vowel sound.	gate, eve, rude, hope, five

Figure 12: Six Types of Written Syllable Patterns

Syllable Type	Definition	Examples
Closed	A syllable with a short vowel spelled with a single vowel letter ending in one or more consonants	dap -ple hos -tel bev -erage
Vowel-C-e ("Magic e")	A syllable with a long vowel spelled with one vowel + one consonant + silent e	com pete des pite
Open	A syllable that ends with a long vowel sound, spelled with a single vowel letter	pro gram tab le re cent
Vowel Team	Syllables that use two to four letters to spell the vowel	<u>beau</u> - ti -ful <u>train</u> -er con- <u>geal</u> <u>spoil</u> -age

Vowel-r (r-controlled)	A syllable with er, ir, or, ar, or ur Vowel pronunciation often changes before /r/.	<u>in-jur</u> -ious con- <u>sort</u> <u>char-ter</u>
Consonant-le	An unaccented final syllable containing a consonant before /l/ followed by a silent e	drib <u>ble</u> beag <u>le</u> litt <u>le</u>

Three Useful Principles for Chunking Longer Words into Syllables

1. VC-CV: Two or more consonants between two vowels

When syllables have two or more adjacent consonants between them, we divide between the consonants. The first syllable will be closed (with a short vowel).

sub-let nap-kin pen-ny emp-ty

2. V-CV and VC-V: One consonant between two vowels

a) First try dividing before the consonant. This makes the first syllable open and the vowel long. This strategy will work 75 percent of the time with VCV syllable division.

e-ven ra-bies de-cent ri-val

b) If the word is not recognized, try dividing after the consonant. This makes the first syllable closed and the vowel sound short. This strategy will work 25 percent of the time with VCV syllable division.

ev-er rab-id dec-ade riv-er

3. Consonant blends usually stick together. Do not separate digraphs when using the first two principles for decoding.

e-ther spec-trum se-quin

Morphemes Represented in English Orthography

Figure 13: Examples of Inflectional Suffixes in English

Inflection	Example
-s plural noun	I had two eggs for breakfast.
-s third person singular verb	She gets what she wants.
-ed past tense verb	We posted the notice.
-ing progressive tense verb	We will be waiting a long time.
-en past participle	He had eaten his lunch.
's possessive singular	The frog's spots were brown.
-er comparative adjective	He is taller than she is.
-est superlative adjective	Tom is the tallest of all.

Examples of Derivational Suffixes in English

Derivational suffixes, such as -ful, -ation, and -ity, are more numerous than inflections and work in ways that inflectional suffixes do not. Most derivational suffixes in English come from the Latin layer of language. Derivational suffixes mark or determine part of speech (verb, noun, adjective, adverb) of the suffixed word. Suffixes such as -ment, -ity, and -tion turn words into nouns; -ful, -ous, and -al turn words into adjectives; -ly turns words into adverbs.

nature (n. — from nat, birth)	permit (n. or v.)
natural (adj.)	permission (n.)
naturalize (v.)	permissive (adj.)
naturalizing (v.)	permissible (adj.)
naturalistic (adj.)	permissibly (adv.)

Bibliography

Balmuth, M. (1992). *The roots of phonics: A historical introduction*. Baltimore, MD: York Press.

Blevins, W. (2017). *A Fresh Look at Phonics, Grades K-2: Common Causes of Failure and 7 Ingredients for Success*. Corwin.

Bryson, B. (1990). *The mother tongue: English and how it got that way*. New York, NY: Avon Books.

Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, Appendix A: Research Supporting Key Elements of the Standards Glossary of Key Terms.” Common Core State Standards Initiative.
http://www.corestandards.org/assets/Appendix_A.pdf

Ganske, K. (2000). *Word journeys*. New York, NY: Guilford.

Glaser, Deborah. Smartt, Susan. *Next Steps in Literacy Instruction Connecting Assessments to Effective Interventions*. Baltimore: Brookes Publishing. 2010.

Hanna, P. R., Hanna, S., Hodges, R. E., & Rudorf, E. H. (1966). *Phoneme-grapheme correspondences as cues to spelling improvement*. Washington, DC: Department of Health, Education, and Welfare.

Henry, M. (2003). *Unlocking literacy: Effective decoding and spelling instruction*. Baltimore, MD: Brookes.

Hougen, Martha and Smartt, Susan. *Fundamentals of Literacy Instruction & Assessment PRE-K-6*. Baltimore: Brookes Publishing. 2012.

Kilpatrick, D. (2015). *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*. John Wiley & Sons Inc.

Kuhn, M. R., Schwanenflugel, P. J., Meisinger, E. B., & Levy, B. A., & Rasinski, T. V. (Eds.). (2010). *Aligning theory and assessment of reading fluency: Automaticity, prosody, and definitions of fluency*. *Reading Research Quarterly*, 45(2), 230–251.

Mesmer, H. A. (2019). *Letter lessons and first words: Phonics foundations that work*. Portsmouth: Heineman.

Moats, L. C. (2000). *Speech to print: Language essentials for teachers*. Baltimore, MD: Brookes.

Moats, L. C. (2008). *Spellography for teachers: How English spelling works. (LETRS Module 3)*. Longmont, CO: Sopris West.

Venezky, R. (2001). *The American way of spelling*. New York, NY: Guilford.

Appendix 3
Text Complexity

Wisconsin's 2020 Standards for English Language Arts: Approach to Text Complexity

Information in this appendix was adapted from the following sources:

- [Appendix A](#) of the Common Core State Standards for English Language Arts
- [Reading Diversity](#) from Learning for Justice (formerly Teaching Tolerance)
- Wisconsin Department of Public Instruction [online learning module about text complexity](#), which includes rubrics for assessing the complexity of literary and informational text.

Readers of this appendix may also benefit from reviewing the [Text Analysis Toolkit from Achieve the Core](#).

Wisconsin's Standards for English Language Arts, 2020 do not include exemplars for text complexity. Three of the four components of text complexity explained in this appendix are determined by the expertise of educators. Exemplars for text complexity cannot account for what educators know about their students and communities. The professional learning module linked above includes video excerpts of educators discussing the complexity of texts. These excerpts serve as examples of the types of professional discussions educators can engage in to determine a text's complexity.

The overarching statement for reading requires students to:

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.

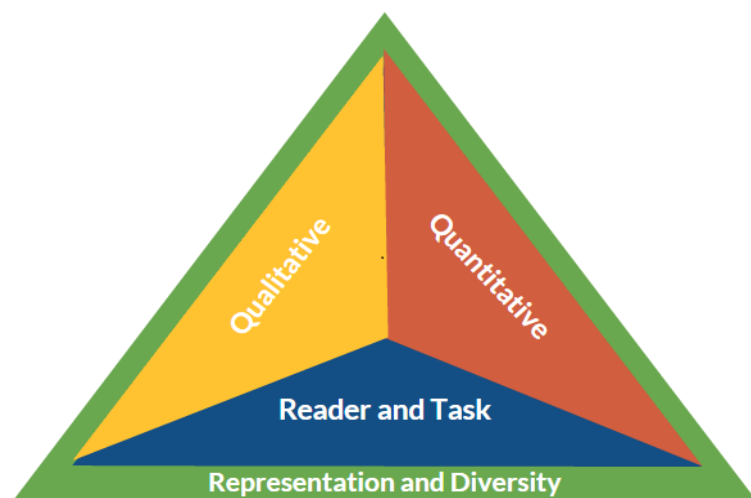
As the overarching statement reads, students will independently and proficiently understand grade-level text.

Wisconsin utilizes a four-part model for determining how easy or difficult a particular text is to read. Through instruction, feedback, and practice, students should be able to apply all reading standards to a variety of grade-level texts for a variety of purposes.

A Four-Part Model for Measuring Text Complexity

As signaled by the graphic below, *Wisconsin's Standards for English Language Arts (ELA), 2020* uses a model of text complexity that consists of four equally important parts.

Figure 1: Wisconsin's Four-Part Model of Text Complexity



1. **Qualitative dimensions of text complexity.** Qualitative dimensions and qualitative factors refer to those aspects of text complexity best measured or only measurable by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands.
2. **Quantitative dimensions of text complexity.** The terms quantitative dimensions and quantitative factors refer to those aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult if not impossible for a human reader to evaluate efficiently, especially in long texts, and are thus today typically measured by computer software.
3. **Reader and task considerations.** While the prior two elements of the model focus on the inherent complexity of text, variables specific to particular readers (such as motivation, knowledge, and experiences) and to particular tasks (such as purpose and the complexity of the task assigned and the questions posed) must also be considered when determining whether a text is appropriate for a given student. Assessments of reader and task considerations are best made by teachers employing their professional judgment, experience, and knowledge of their students and the subject.

4. **Representation and diversity considerations.** Both the overarching statement for reading and individual reading standards ask students to engage with text that reflects their identities and the identities of others. Therefore, representation and diversity is a component of text complexity. Variables specific to the text (such as treatment of social justice issues and identity markers of the characters) and its author (such as identity markers and the authors first-hand experiences) must be considered when determining what a particular text adds to the experiences of a student or classroom community. Assessments of representation and diversity are best made by teachers employing their professional judgment, experience, and knowledge of their students and the subject.

Wisconsin’s Standards for ELA, 2020 presume that all four elements will come into play when text complexity and appropriateness are determined. The following pages begin with a brief overview of just some of the currently available tools, both qualitative and quantitative, for measuring text complexity, continue with some important considerations for using text complexity with students, and conclude with a series of examples showing how text complexity measures, balanced with reader and task considerations, might be used with a number of different texts.

Qualitative and Quantitative Measures of Text Complexity

Qualitative Measures of Text Complexity

Using qualitative measures of text complexity involves making an informed decision about the difficulty of a text in terms of one or more factors discernible to a human reader applying trained judgment to the task. In the Standards, qualitative measures, along with professional judgment in matching a text to reader and task, serve as a necessary complement and sometimes as a corrective to quantitative measures, which, as discussed below, cannot capture all of the elements that make a text easy or challenging to read and are not equally successful in rating the complexity of all categories of text.

The qualitative factors described below are offered here as a first step in the development of robust tools for the qualitative analysis of text complexity. These factors are presented as continua of difficulty rather than as a succession of discrete “stages” in text complexity. Additional development and validation would be needed to translate these or other dimensions into, for example, grade-level- or grade-band-specific rubrics. The qualitative factors run from easy (left-hand side) to difficult (right-hand side). Few, if any, authentic texts will be low or high on all of these measures, and some elements of the dimensions are better suited to literary or to informational texts.

1. **Levels of Meaning (literary texts) or Purpose (informational texts).** Literary texts with a single level of meaning tend to be easier to read than literary texts with multiple levels of meaning (such as satires, in which the author’s literal message is intentionally at odds with his or her underlying message). Similarly, informational texts with an explicitly stated purpose are generally easier to comprehend than informational texts with an implicit, hidden, or obscure purpose.

2. **Structure.** Texts of low complexity tend to have simple, well-marked, and conventional structures, whereas texts of high complexity tend to have complex, implicit, and (particularly in literary texts) unconventional structures. Simple literary texts tend to relate events in chronological order, while complex literary texts make more frequent use of flashbacks, flash-forwards, and other manipulations of time and sequence. Simple informational texts are likely not to deviate from the conventions of common genres and subgenres, while complex informational texts are more likely to conform to the norms and conventions of a specific discipline. Graphics tend to be simple and either unnecessary or merely supplementary to the meaning of texts of low complexity, whereas texts of high complexity tend to have similarly complex graphics, graphics whose interpretation is essential to understanding the text, and graphics that provide an independent source of information within a text. (Note that many books for the youngest students rely heavily on graphics to convey meaning and are an exception to the above generalization.)
3. **Language Conventionality and Clarity.** Texts that rely on literal, clear, contemporary, and conversational language tend to be easier to read than texts that rely on figurative, ironic, ambiguous, purposefully misleading, archaic or otherwise unfamiliar language or on general academic and domain-specific vocabulary.
4. **Knowledge Demands.** Texts that make few assumptions about the extent of readers' life experiences and the depth of their cultural/literary and content/discipline knowledge are generally less complex than are texts that make many assumptions in one or more of those areas. This qualitative dimension of text complexity can be related to representation and diversity.

Figures 2 and 3 below provide a rubric for considering each qualitative dimension of text complexity.

Figure 2. Rubric for Qualitative Dimensions of Text Complexity, Literary Text (excerpted from [a rubric for literary text](#))

Dimension	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
Meaning	Meaning: Several levels and competing elements of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text	Meaning: Several levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text	Meaning: More than one level of meaning with levels clearly distinguished from each other; theme is clear but may be conveyed with some subtlety.	Meaning: One level of meaning; theme is obvious and revealed early in the text.
Text Structure	Organization: Organization is intricate with regard to elements such as narrative viewpoint, time shifts, multiple characters, storylines, and detail. Use of Visual Features*: If used, extensive, intricate, integrated print and text features enhance meaning of text; provide information not otherwise conveyed through print alone.	Organization: Organization may include subplots, time shifts, and more complex characters. Use of Visual Features*: If used, integrated print and text features enrich meaning of the text; may provide information not otherwise conveyed through print alone	Organization: Organization may have two or more storylines and occasionally difficult to predict. Use of Visual Features: If used, print and text features expand the meaning of the text; provide support in locating information and interpreting the text	Organization: Organization of text is clear, chronological, or easy to predict Use of Visual Features*: If used, print and text features represent the meaning of the text; provide support and assist in locating information and understanding the text

<p>Language Features</p>	<p>Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language</p> <p>Vocabulary: Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</p> <p>Sentence Structure: Mainly complex sentences often containing multiple concepts</p>	<p>Conventionality: Complex; contains some abstract, ironic, and/or figurative language</p> <p>Vocabulary: Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic</p> <p>Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words</p>	<p>Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning</p> <p>Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic</p> <p>Sentence Structure: Simple and compound sentences, with some more complex constructions</p>	<p>Conventionality: Explicit, literal, straightforward, easy to understand</p> <p>Vocabulary: Contemporary, familiar, conversational language</p> <p>Sentence Structure: Mainly simple sentences</p>
<p>Knowledge Demands</p>	<p>Life Experiences: Explores complex, sophisticated themes; experiences are distinctly different from the common reader</p> <p>Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements</p>	<p>Life Experiences: Explores themes of varying levels of complexity; experiences portrayed are uncommon to most readers</p> <p>Intertextuality and Cultural Knowledge: Some references or allusions to other texts or cultural elements</p>	<p>Life Experiences: Explores a single theme; experiences portrayed are common to many readers</p> <p>Intertextuality and Cultural Knowledge: A few references or allusions to other texts or cultural elements</p>	<p>Life Experiences: Explores a single theme; experiences portrayed are everyday and common to most readers</p> <p>Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements</p>

Figure 3. Rubric for Qualitative Dimensions of Text Complexity, Informational Text (excerpted from [a rubric for informational text](#))

Informational Text	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
Purpose	Purpose: Subtle, implied, difficult to determine; intricate, theoretical elements	Purpose: Implied but fairly easy to infer; more theoretical than concrete	Purpose: Implied but easy to identify based upon context or source	Purpose: Explicitly stated; clear, concrete with a narrow focus
Text Structure	<p>Organization of Main Ideas: Connections between an extensive range of ideas or events are deep, intricate, and often implicit or subtle; organization of text is intricate or specialized for a particular discipline</p> <p>Text Features: If used, are essential in understanding content</p> <p>Use of Graphics: If used, extensive, intricate, essential integrated graphics, tables, charts, etc., necessary to make meaning of text; also may provide information not otherwise conveyed in the text</p>	<p>Organization of Main Ideas: Connections between an expanded range of ideas, processes, or events are deeper and often implicit or subtle; organization may contain multiple pathways and may exhibit traits common to a particular discipline</p> <p>Text Features: If used, greatly enhance the reader's understanding of content</p> <p>Use of Graphics: If used, essential, integrated graphics, tables, charts, etc., may occasionally be essential to understanding text</p>	<p>Organization of Main Ideas: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential</p> <p>Text Features: If used, enhance the reader's understanding of content</p> <p>Use of Graphics: If used, graphics are mostly supplementary to understanding of text, such as indexes, glossaries, graphs, pictures, tables, and charts directly support the text</p>	<p>Organization of Main Ideas: Connections between ideas, processes, or events are explicit and clear; organization of text is clear or chronological or easy to predict</p> <p>Text Features: If used, help the reader navigate and understand content but are not essential</p> <p>Use of Graphics: If used, graphics are simple, unnecessary to understanding text but directly support and assist in interpreting written text</p>
Language Features	<p>Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language</p> <p>Vocabulary: Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</p> <p>Sentence Structure: Mainly complex sentences often containing multiple concepts</p>	<p>Conventionality: Complex; contains some abstract, ironic, and/or figurative language</p> <p>Vocabulary: Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic</p> <p>Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words</p>	<p>Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning</p> <p>Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic</p> <p>Sentence Structure: Simple and compound sentences, with</p>	<p>Conventionality: Explicit, literal, straightforward, easy to understand</p> <p>Vocabulary: Contemporary, familiar, conversational language</p> <p>Sentence Structure: Mainly simple sentences</p>

			some more complex constructions	
Knowledge Demands	Subject Matter Knowledge: Extensive, perhaps specialized, or even theoretical discipline-specific content knowledge; range of challenging abstract and theoretical concepts Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc.	Subject Matter Knowledge: Moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding; range of recognizable ideas and challenging abstract concepts Intertextuality: Some references or allusions to other texts or outside ideas, theories, etc.	Subject Matter Knowledge: Everyday practical knowledge and some discipline-specific content knowledge; both simple and more complicated abstract ideas Intertextuality: A few references or allusions to other texts or outside ideas, theories, etc.	Subject Matter Knowledge: Everyday, practical knowledge; simple, concrete ideas Intertextuality: No references or allusions to other texts or outside ideas, theories, etc.

Quantitative Measures of Text Complexity

A number of quantitative tools exist to help educators assess aspects of text complexity that are better measured by algorithm than by a human reader. The discussion is not exhaustive, nor is it intended as an endorsement of one method or program over another. It is important to note that used alone, quantitative measures of text complexity have shortcomings.

Numerous formulas exist for measuring the readability of various types of texts. Such formulas, including the widely used Flesch-Kincaid Grade Level test, typically use word length and sentence length as proxies for semantic and syntactic complexity, respectively (roughly, the complexity of the meaning and sentence structure). The assumption behind these formulas is that longer words and longer sentences are more difficult to read than shorter ones; a text with many long words and/or sentences is thus rated by these formulas as harder to read than a text with many short words and/or sentences would be. Some formulas, such as the Dale-Chall Readability Formula, substitute word frequency for word length as a factor, the assumption here being that less familiar words are harder to comprehend than familiar words. The higher the proportion of less familiar words in a text, the theory goes, the harder that text is to read. While these readability formulas are easy to use and readily available—some are even built into various word processing applications—their chief weakness is that longer words, less familiar words, and longer sentences are not inherently hard to read. In fact, series of short, choppy sentences can pose problems for readers precisely because these sentences lack the cohesive devices, such as transition words and phrases, that help establish logical links among ideas and thereby reduce the inference load on readers.

Like Dale-Chall, the Lexile Framework for Reading, developed by MetaMetrics, Inc., uses word frequency and sentence length to produce a single measure, called a Lexile, of a text's complexity. The most important difference between the Lexile system and traditional readability formulas is that traditional formulas only assign a score to texts, whereas the Lexile Framework can place both readers and texts on the same scale. Certain reading assessments yield Lexile scores based on student performance on the instrument; some reading programs then use these scores to assign texts to students. Because it too relies on word familiarity and sentence length as proxies for semantic and syntactic complexity, the Lexile Framework, like traditional formulas, may underestimate the difficulty of texts that use simple, familiar language to convey sophisticated ideas, as is true of much high-quality fiction written for adults and appropriate for older students. For this reason and others, it is possible that factors other than word familiarity and sentence length contribute to text difficulty. In response to such concerns, MetaMetrics has indicated that it will release the qualitative ratings it assigns to some of the texts it rates and will actively seek to determine whether one or more additional factors can and should be added to its quantitative measure. Other readability formulas also exist, such as the ATOS formula associated with the Accelerated Reader program developed by Renaissance Learning. ATOS uses word difficulty (estimated grade level), word length, sentence length, and text length (measured in words) as its factors. Like the Lexile Framework, ATOS puts students and texts on the same scale.

Figure 4. Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)

Text Complexity Grade Band	Lexile Ranges
K - 1	N/A
2 - 3	450 - 790
4 - 5	770 - 980
6 - 8	955 - 1155
9 - 10	1080 - 1305
11 - 12	1215 - 1355

Reader and Task Considerations

The use of qualitative and quantitative measures to assess text complexity is balanced in the text complexity' model by the expectation that educators will employ professional judgment to match texts to particular students and tasks. Numerous considerations go into such matching. For example, harder texts may be appropriate for highly knowledgeable or skilled readers, and easier texts may be suitable as an expedient for building struggling readers' knowledge or reading skill up to the level required by the Standards. Highly motivated readers are often willing to put in the extra effort required to read harder texts that tell a story or contain information in which they are deeply interested. Complex tasks may require the kind of information contained only in similarly complex texts.

Numerous factors associated with the individual reader are relevant when determining whether a given text is appropriate for him or her. The RAND Reading Study Group identified many such factors in the 2002 report *Reading for Understanding*:

The reader brings to the act of reading his or her cognitive capabilities (attention, memory, critical analytic ability, inferencing, visualization); motivation (a purpose for reading, interest in the content, self-efficacy as a reader); knowledge (vocabulary and topic knowledge, linguistic and discourse knowledge, knowledge of comprehension strategies); and experiences.

As part of describing the activity of reading, the RAND group also named important task-related variables, including the reader's purpose (which might shift over the course of reading), "the type of reading being done, such as skimming (getting the gist of the text) or studying (reading the text with the intent of retaining the information for a period of time)," and the intended outcome, which could include "an increase in knowledge, a solution to some real-world problem, and/or engagement with the text."

Representation and Diversity

This dimension of text complexity asks educators to consider the ways in which the author and speakers and/or events in a text contribute to the inclusion of diverse voices in the curriculum.

Considerations include but are not limited to:

- How do the identities or experiences of this text's SPEAKERS AND/OR EVENTS support the inclusion of diverse voices in the curriculum? Which voices? Ideas to consider include but are not limited to race, immigration, ethnicity, religion, language, ability, gender, age, LGBTQIA (lesbian, gay, bisexual, transgender, queer, intersex, and asexual), place, class.

- How does the identity or experience of this text’s CREATOR(S) support the inclusion of diverse voices in the curriculum? Which voices? Ideas to consider include but are not limited to race, immigration, ethnicity, religion, language, ability, gender, age, LGBTQIA (lesbian, gay, bisexual, transgender, queer, intersex, and asexual), place, class.
- Which elements of this text, if any, provide an authentic account or reflection of peoples’ lived experiences? Ideas to consider include but are not limited to setting, characters/speakers, events, language, and visual elements.

Representation and diversity also asks educators to consider the extent to which a text can engage readers in critical literary skills. Critical literacy teaches readers to actively and reflectively engage with texts. Readers use critical literacy skills to interpret messages and challenge the power relationships found within those messages.

Critical literacy considerations include but are not limited to:

- Are certain people or groups left out or given roles that don’t enable them to be heard? Are certain questions or topics not raised?
- What are some examples of similar texts or of other texts that would pair well with this one?
- What do I know about the text creator’s attitudes, beliefs or point of view in relation to the topic? How might this affect author and reader positioning?
- What is the historical, social or cultural context in which this text was written? How can it be made relevant to a contemporary context?

Key Considerations Related to Text Complexity

Texts and Measurement Tools

- *The tools for measuring text complexity are at once useful and imperfect.* Quantitative tools have limitations because they only consider certain dimensions of a text. Qualitative tools have limitations because they rely on the judgment of a human familiar with the qualitative elements of text complexity to make judgments about a text. The Standards recommend that the results for complexity suggested by quantitative measures be confirmed or overruled by a qualitative analysis of the text in question.
- *Certain measures are less valid or inappropriate for certain kinds of texts.* Current quantitative measures are suitable for prose. Until such time as quantitative tools for capturing the complexity of poetry, plays, or graphic novels are developed, determining whether such texts are appropriately complex for a given grade or grade band will necessarily be a matter of a qualitative assessment meshed with reader-task and

representation and diversity considerations. Furthermore, texts for kindergarten and grade 1 may not be appropriate for quantitative analysis, as they often contain difficult-to-assess features designed to aid early readers in acquiring written language.

- *Many current quantitative measures underestimate the challenge posed by complex narrative fiction.* Quantitative measures of text complexity, particularly those that rely exclusively or in large part on word- and sentence-level factors, tend to assign sophisticated works of fiction excessively low scores. For example, as illustrated in example 2 below, some widely used quantitative measures, including the Flesch-Kincaid Grade Level test and the Lexile Framework for Reading, rate *Grapes of Wrath* as appropriate for grades 2–3. This is because *Grapes of Wrath* expresses complex ideas in relatively commonplace language (familiar words and simple syntax), especially in the form of dialogue that mimics everyday speech. The true complexity of *Grapes of Wrath* becomes evident when all elements of text complexity are considered.

Readers and Tasks

- *Students' ability to read complex text does not always develop in a linear fashion.* The ability to independently read and comprehend grade-level text is unlikely to occur at an unbroken pace. Students need opportunities to stretch their reading abilities but also to experience the satisfaction and pleasure of easy, fluent. Such factors as students' motivation, knowledge, and experiences must also come into play in text selection. Students deeply interested in a given topic, for example, may engage with texts on that subject across a range of complexity. Particular tasks may also require students to read harder texts than they would normally be required to. Conversely, teachers who have had success using particular texts that are easier than those required for a given grade band should feel free to continue to use them so long as the general movement during a given school year is toward texts of higher levels of complexity.
- *Students reading well above and well below grade-band level need additional support.* Students for whom texts within their text complexity grade band (or even from the next higher band) present insufficient challenge must be given the attention and resources necessary to develop their reading ability at an appropriately advanced pace. On the other hand, students who struggle greatly to read texts within (or even below) their text complexity grade band must be given the support needed to enable them to read at a grade-appropriate level of complexity.
- Even many students on course for college and career readiness are likely to need scaffolding as they master higher levels of text complexity. As they enter each new grade band, many students are likely to need at least some extra help as they work to comprehend texts at the high end of the range of difficulty appropriate to the band. For example, many students just entering grade 2 will need some support as they read texts that are advanced for the grades 2–3 text complexity band. Although such support is educationally necessary and desirable, instruction must move generally toward decreasing scaffolding and increasing independence, with the goal of students reading independently and proficiently within a given grade band by the end of the band's final year (continuing the previous example, the end of grade 3).

Representation and Diversity

- *Know yourself and know your students.* Understand your own identities, how they impacted your classroom experiences, and how they continue to impact how you read and teach. Know your students' identities without making assumptions or presumptions.
- *Build and refine a classroom climate of trust and belonging.* Text-based conversations about identity and personal experience require a classroom climate of trust and belonging. Consider establishing and utilizing conversational norms.
- *Text can build cultural competence.* Utilize texts that address a variety of identities; show joy, creativity, and resilience of characters of non-dominant or historically marginalized identities; and teach students about themselves or others.
- *Text-based tasks matter.* In addition to selecting texts that are culturally relevant, we do work to ensure students successfully engage with text. This can include pre-reading activities, during reading activities, and after reading activities. What students are asked to do with a text impacts its complexity.
- *Building cultural competence is a way of teaching and being; it isn't a special event.* Texts that build cultural competence should be used regularly, rather than as part of a particular unit of study or to mark an event (such as Black History Month). Evaluate your curriculum throughout a year and throughout a student's course of study to ensure texts are always thoughtfully selected.

Professional Learning Suggestions Related to Text Complexity

- Teach educators about the four dimensions of text complexity and work in groups to practice applying the dimensions to texts used in your curriculum.
- Collaborate with school and public librarians to analyze and refine texts that are used for instruction, practice, and independent reading.
- Encourage educators to be readers of text on behalf of their students. Three of the four dimensions of text complexity rely on the expertise of a human reader, so educators need to widely read texts that may appeal to their students and/or be relevant to their curriculum.
- Make updating text - print and digital for the school and classroom libraries - a budget priority. This is especially important to ensure that texts reflect the most current social justice issues.
- "Measure" the complexity of texts used for large-group mini-lessons and/or significant anchor texts at each grade level. Adjust texts and/or tasks to ensure students are reading and thinking within the grade-band.

- Consider texts used across units and across a year. Notice complexity, especially representation and diversity, *and* tasks and purposes. Adjust texts and/or tasks to ensure students experience the variety called for in the overarching statement for reading.
- Implement instructional strategies (including differentiation and the use of Universal Design for Learning or UDL) to support all students in accessing grade level text in meaningful ways with the goal of each student becoming continually closer to independently reading and comprehending grade level text.
- Work with families and community members to learn about text complexity together in order to implement a collection of diverse and complex texts for use in school, homes, and the community.

Appendix 4

Writing

Appendix 3. Writing

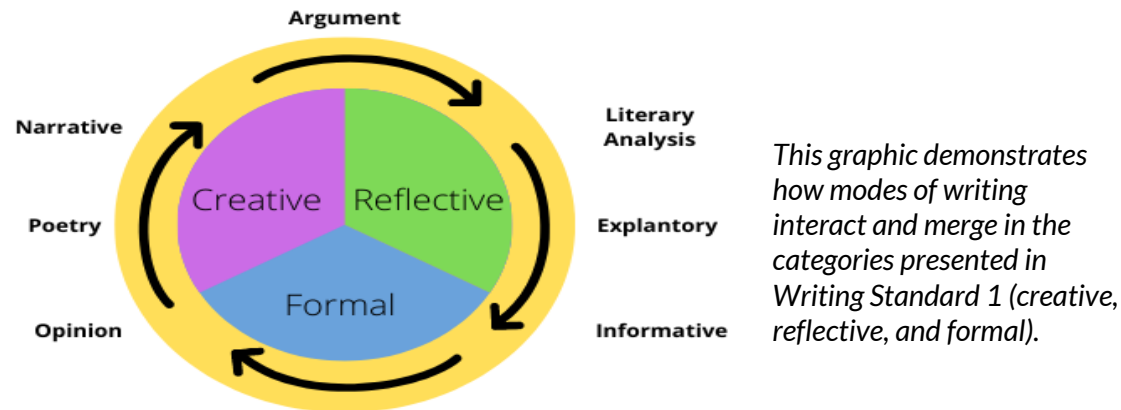
The following information supplements the Writing standards in the main document. See the bibliography of this appendix for sources used in helping construct these standards and the material below.

The writing standards, constructed to emphasize the need for students to write frequently and for various purposes, also allow teachers to create authentic writing tasks that respect students' identities and cultural backgrounds. This appendix defines terms and reference strategies that will assist in the ongoing development of students as writers—providing connections between the other strands (Reading, Speaking and Listening Language) that enhance students' ability to use writing to engage effectively in the content area English Language Arts.

Modes:

Modes of writing should be taught in relation to rhetorical contexts, with a clear purpose to a specific audience. For example, one might write a narrative to explain a phenomenon to those who would like to understand it, to tell a story about one's family or historical legacy to remedy an omission, to provide an anecdote as part of academic research to a scholarly audience, or as part of a political speech or campaign to community members with shared concerns about an issue. Likewise, one might write a description as part of a creative poem to an audience of poetry-loving classmates or to persuade community members to take a particular kind of action. If students know *why* they are writing a narrative (or argument, description, etc.) and to *whom*, they can better engage with writing as a communicative act. Put another way, because writing at its heart is about communication, modes must be taught as means to communicate.

Modes of Writing



This graphic demonstrates how modes of writing interact and merge in the categories presented in Writing Standard 1 (creative, reflective, and formal).

Culturally sustaining pedagogy in writing:

Culturally sustaining pedagogy involves: facilitating students' use of home languages and dialects to make meaning; develop understandings of how inequitable power relationships have shaped the histories of particular discourses, including Standardized English; encouraging students to write to express themselves and intervene in their worlds; teaching students to listen to/read their peers' writing with empathy, curiosity, and respect; helping students learn to write in ways that exhibit respect for others.

Culturally sustaining language:

Ensuring students know how to use culturally sustaining language means helping them make informed and intentional choices about language. Including home languages and dialects in both high stakes and low stakes writing and helping them understand the way discourses have been associated with power in inequitable practices.

Discourse:

Discourse is the organization and use of language (in verbal, written, or spoken form) to convey thoughts, ideas, experiences, and prior knowledge; within its designated context (i.e., historical, regional, or professional).

Literary analysis:

Literary analysis is a writing genre whose purpose is to hone critical thinking skills and encourage students' aesthetic appreciation of and critical thinking about fiction, creative nonfiction, drama, poetry, and others.

Literary theory:

Literary theory provides a framing (through the use of text from a specific era, geographic location, cultural background, or identities) for writers to analyze, critique, and interpret literary works.

Rhetorically authentic

Rhetorically authentic writing is writing in which writers have a stake, play a particular role, and write for a specific purpose and audience. Based on provided or self-selected content and their own experiences, writers are taught to craft questions and prompts that inspire them to legitimately engage with their writing and others' writings in authentic ways.

Bibliography

Hammond, Zaretta L. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor among Culturally and Linguistically Diverse Students*. Canada: Corwin Press, 2015.

Heverin, Abby. "Literary Theory's Potential in Secondary ELA Classrooms." NCTE, September 20, 2016. <https://ncte.org/blog/2016/09/literary-theorys-potential-secondary-ela-classrooms/>.

Lattimer, Heather. *Real-World Literacies: Disciplinary Teaching in the High School Classroom*. Urbana, IL: National Council of Teachers of English, 2014.

Samway, Katharine Davies. *When English Language Learners Write: Connecting Research to PRACTICE, K-8*. Portsmouth, NH: Heinemann, 2006.

Appendix 5

Speaking and Listening and Language

Appendix 5: Speaking & Listening and Language

The following supplements the Speaking & Listening and Language standards in the main document. See the bibliography of this appendix for sources used in helping construct these standards and the material below.

Within the Speaking & Listening standards, the emphasis is on communication appropriate to task, purpose, and situation, while being able to explain intentional language choices. Within the Language standards, the emphasis is on understanding how language functions differently depending on culture, context, and intended impact, and being able to explain language and convention choices. Both strands of standards have the same research base and utilize similar terms, so the supplement for these standards is grouped together in this appendix.

Code-Meshing:

The intentional incorporation of more than one language within speaking or writing to ‘exploit and blend those differences’ (Young et al., 2014, p. 43) in a way that frees students to exercise identity and agency within their language use as they work to achieve the intended outcomes of their communications. Code-meshing may incorporate instruction on the grammatical differences between DAE [Dominant American English] and AAL [African American Language] or other languages, but its purpose is not the separation of languages according to audience or context. Rather, it encourages the use and blending of multiple languages within a text to achieve specific goals, such as making a particular point, or employing language for effect. Conversely, code-switching asks speakers to translate home languages to ‘appropriate’ or formal oral and written language, which is typically deemed to be DAE (Lee and Handsfield, 2018 p. 161). The goal of code-meshing is to incorporate multiple languages into classrooms, interrogate notions of which languages are ‘correct’ or ‘appropriate’ within those spaces, and to better support linguistically diverse students.

Communicative competence:

The knowledge of how to adjust one’s speech or writing to suit the specific audience, task, purpose, and occasion. This requires more than just the knowledge of grammatical rules, but also the knowledge of the particular social and linguistic context one is in. Any linguistic expression is associated with and often reproduces a set of attitudes, values, and beliefs about the world. To be a competent speaker or writer means to be able to recognize and exploit such attitudes, values, and beliefs in order to achieve the desired outcome of the communication. Communicative competence, therefore, refers to what a speaker needs to know, and what a child needs to learn, to be able to use language appropriately in specific social and cultural settings. Communicative competence is the knowledge necessary for adequately communicating in real-life situations.

Standardized English:

The form of English considered appropriate for the specific situation, audience, and context one is speaking or writing for. Language is a social behavior, so how people communicate is also situated within specific social contexts and interactions. Different situations, audiences, and contexts

call for different forms of talk or writing. What is considered 'correct' or desirable for a particular discourse community changes over time (e.g., Chaucer's English is no longer considered desirable in the vast majority of social contexts and interactions). The revised standards utilize the word "standardized" as the term "standard" might suggest that all other variances are sub-standard; that there is one 'correct,' acceptable form of English, when in fact, the way we speak or write changes depending on the situation and community we are in. Further, "standardized" is used to acknowledge that those with political, social, and cultural privilege have determined and continue to uphold which varieties of English have prestige and are socially desirable (Hudley & Mallinson, 2014); it does not mean it is the most correct form.

Ultimately, the goal of the Speaking & Listening and Language standards is to validate and sustain each student's identity and the linguistic plurality present in our state and country. We accomplish this by creating a classroom community where students use and value English in all its forms, rather than valuing one form of standardized English above other forms (Hudley, Anne H. Charity and Mallinson, Christine, 2011).

Bibliography

Bomer, R. (2017). What Would It Mean for English Language Arts to Become More Culturally Responsive and Sustaining? *Voices From the Middle*, 24(3), 11-15.

Charity Hudley, Anne H. and Christine Mallinson. (2011). *Understanding English Language Variation in U.S. Schools*. New York and London: Teachers College Press.

Charity Hudley, Anne H., Mallinson, Christine. (2014). *We do language: English language variation in the secondary English classroom*. New York: Teachers College Press.

Communicative competence. (2004). In J. Swann, A. Deumert, T. Lillis, & et. al., *A dictionary of sociolinguistics*. Edinburg, UK: Edinburgh University Press. Retrieved from http://ezproxy.uwsp.edu/login?url=https://search.credoreference.com/content/entry/edinburghds/communicative_competence/0?institutionId=3995.

Hymes, D. (1964). Directions in (ethno-)linguistic theory. In: Romney, A. & R. D'Andrade (eds.). *Transcultural Studies of Cognition*, (*American Anthropologist* 66(3), Part 2, 6-56.

Hymes, D. (1967). Models of the interaction of language and social setting. In: Macnamara, J. (ed.). *Problems of Bilingualism (Journal of Social Issues* 23(2), 8-28.

Hymes, D. (1972). On communicative competence. In: Pride, J. & J. Holmes (eds.). *Sociolinguistics*. Harmondsworth: Penguin Books, 262-293.

Hymes, D. (1974). *Foundations in Sociolinguistics. An Ethnographic Approach*. Philadelphia: University of Pennsylvania Press.

Hymes, D. (1992). The concept of communicative competence revisited. In: Putz, M. (ed.). *Thirty Years of Linguistic Evolution*. Amsterdam: John Benjamins Publishing Co., 32-53.

Lee, A., & Handsfield, L. (2018). Code-Meshing and Writing Instruction in Multilingual Classrooms. *Reading Teacher*, 72(2), 159-168.

Smagorinsky, Peter. (2015). Disciplinary Literacy in English Language Arts. *Journal of Adolescent and Adult Literacy*, 59(2), 141-46.

Young, Vershawn Ashanti, Barrett, Edward, and Young Rivera, Y'Shanda. (2014). *Other People's English: Code-Meshing, Code-Switching, and African American Literacy*. New York: Teachers College Press.