

4K-12 Curriculum

ENGLISH LANGUAGE ARTS Essential Standards

2024-2025



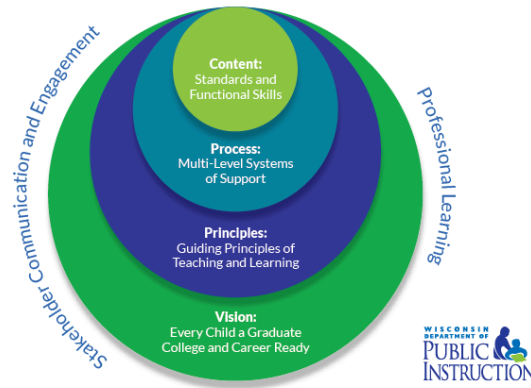
MISSION:

The mission of the School District of Solon Springs is to provide a well-rounded, rigorous education to prepare students for the next step toward their successful future.

VISION:

Our vision is for all students to become engaged and productive community members.

The Relationship Between: Vision, Principles, Process, Content



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 community.

Wisconsin Department of Public Instruction, Academic Standards
<https://dpi.wi.gov/standards>

Solon Springs School District Curriculum & Instruction Page [HERE](#).

The Solon Springs School District is committed to academic and social-emotional growth for all students. Staff are committed to providing a strong universal learning environment that allows each child access and engagement to grade level standards, instruction and learning. Instruction and Learning incorporates many programs, departments, and supports to ensure that all students achieve at the high level needed to be successful.

The Solon Springs School District is committed to offering curriculum and instruction that is relevant and rigorous for all students. Staff work collaboratively to design and update curriculum that is aligned to the Wisconsin Academic Standards and will help prepare our students for the real world.

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4K Outcomes

Uses gestures and movements (non-verbal) to communicate. Uses non-verbal communication much like adults.

Understands concept that the alphabet represents the sounds of spoken language and the letters of written language. -recognizes the difference between letters and other symbols.

Kindergarten Outcomes

Demonstrate understanding of the organization and basic features of print: Recognize and name all upper- and lowercase letters of the alphabet.

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.

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

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

Identify literary and informational texts. (RI&RL)

Use a combination of drawing, dictating, and writing to compose text in a variety of modes:

- a. Opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.
- b. Informative/explanatory text in which they name what they are writing about and supply some information about the topic.
- c. Convey events, real or imagined and narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

- a. Capitalization of the first word in a sentence.
- b. Name frequently used punctuation.
- c. Phonetically spell simple words drawing on knowledge of letter-sound relationships. Related to Reading Foundational standards (RF.K.3).
- d. Writes letters for most consonant and short vowel sounds (phonemes). Related to Reading Foundational standards (RF.K.3)

First Grade Outcomes

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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

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

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode and encode regularly spelled one-syllable words (e.g., cat, fox, bet, cup, fit, etc.).
- c. Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).
- f. Read words with inflectional endings (i.e., -s, -ed, -ing).

Read emergent-reader texts with purpose, understanding, and sufficient accuracy and fluency to support comprehension.

Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.

Develop and answer questions about key ideas and details in a text. (RI&RL)

Identify a main topic or central idea in a text with guidance and support; retell important details. (RI&RL)

Describe characters, settings, and important events in a story or pieces of information in a text. (RI&RL)

Identify a variety of genres and explain major differences between literary texts and informational texts. (RI&RL)

Write text in a variety of modes:

- a. 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.
- b. Informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- c. 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.

Create writing that utilizes:

- a. Organization: provide a beginning, middle and a simple ending.
- b. Transitions: simple word transitions and temporal words/pictures that link ideas.
- c. Word Choice (including domain specific): experiments with descriptive words to describe feelings, events and images.

Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- a. Common, proper, and possessive nouns.
- b. Nouns/verbs agreement in simple sentences.

Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

- a. Capitalization of dates and names of people.
- b. End punctuation.
- c. Commas in dates and simple sets.
- d. Use conventional spelling for words with common spelling patterns and draw on phonological awareness and spelling conventions to spell other words phonetically.

Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.

- a. With guidance and support, follow agreed-upon norms for discussions and participate by actively listening, taking turns, and staying on

topic.

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

d. Consider individual differences when communicating with others.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Second Grade Outcomes

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Add, delete, and substitute individual sounds (phonemes) in simple one-syllable words to make new words, including initial, final, medial, consonant blends, short vowel sounds, and long vowel sounds.

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

a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

b. Know spelling-sound correspondences for additional common vowel teams.

c. Decode and encode regularly spelled one, two, and some three syllable CVC pattern words (e.g., 1 syllable: mat, 2 syllable: picnic, 3 syllable: fantastic, etc.).

d. Decode words with common prefixes and suffixes.

e. Decode regularly spelled two-syllable words with long vowels. Encode some of these words.

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.

Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)

Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)

Describe how characters respond to major events and challenges. (RL) Describe the connections between ideas, concepts, or a series of events. (RI)

Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL)

Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)

Compare and contrast key points or perspectives presented in two texts; recognize that texts reflect one's own and others' culture. (RI&RL)

Write text in a variety of modes:

a. Opinion pieces in which they introduce the topic or text they are writing about, state an opinion, 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.

b. Informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

c. 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.

Create writing that utilizes:

a. Organization: provide a beginning, middle and ending, that works cohesively to promote the central theme of the text.

b. Transitions: use transitions to link and build connections between ideas, text, and events.

c. Word Choice (including domain specific): uses descriptive words to demonstrate creativity and to provide vivid examples of feelings, events and images.

Recall information from experiences or gather information from provided sources to answer a question.

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

- a. Determine the meaning of a new word when a prefix or suffix is added.
- b. Use a common root word as a clue to the meaning of an unknown word.
- c. Use individual words to predict meaning of compound words (e.g., birdhouse).
- d. Use resources to clarify meanings of words.

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- a. Describe how words and phrases supply rhythm and meaning in a text (e.g., alliteration, rhyme, repeated lines).
- b. Identify real-life connections between words and their use (e.g., describe foods that are juicy).
- c. Distinguish shades of meaning among similar verbs (e.g., toss, throw) and adjectives (e.g., happy, pleased).

Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- a. Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs.
- b. Production, expansion, and rearrangement of complete simple and compound sentences.

Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

- a. Capitalization of holidays, products, geographic places.
- b. Commas in greetings and closings.
- c. Apostrophes in contractions and frequently occurring possessives.
- d. Use common spelling patterns, phonemic awareness, and basic reference materials to solve words.

Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon norms for discussions and participate by actively listening, taking turns, gaining the floor in respectful ways and staying on topic.
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- d. Consider individual differences when communicating with others

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.

Third Grade Outcomes

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

- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Decode words with common Latin suffixes.
- Decode multisyllable words that include all learned syllable patterns (see previous grade level standards for specific targets).
- Read grade-appropriate irregularly spelled words.
- Apply common encoding rules:
- Know when to drop the final e when adding endings. (Silent-e vowel pattern base word).
- Know when to double the final consonant when adding a suffix.

Read with sufficient accuracy and fluency to support comprehension.

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

Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)

Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL)

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)

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)

Explain how claims in a text are supported by relevant reasons and evidence. (RI)

Write text in a variety of modes:

- 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.
- Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.
- 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.

Create writing that utilizes:

- Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing.
- Transitions: use of prompts, words and phrases to signal event order and to link and build connections between ideas, text, and events.
- 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.

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

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.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of new words when a suffix or prefix is added.

c. Use resources to determine word meanings.

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- a. Determine the meaning of words and phrases as they are used in a text, distinguishing between literal and non-literal language.
- b. Distinguish shades of meaning among words describing degrees of certainty (e.g., knew, believed, suspected).
- c. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

- a. Titles.
- b. Quotation marks for speech.
- c. Possessives.
- d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- e. Use conventional spelling for high frequency words.
- f. Use conventional spelling for adding suffixes to basic words.
- g. Use learned syllable patterns and reference materials to solve and write unknown words.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.

- a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.
- b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
- c. 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.

Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats.

Fourth Grade Outcomes

Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Read with sufficient accuracy and fluency to support comprehension.

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

Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)

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)

Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&RL)

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)

Explain how text features (e.g., charts, graphs, diagrams, timelines, animations, and illustrations) contribute to an understanding of the text. (RI&RL)

Explain how claims in a text are supported by relevant reasons and evidence. (RI)

Write text in a variety of modes:

- a. Opinion pieces in which the student introduces the topic or text they are writing about, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose. List reasons that support the opinion.
- b. Informative texts in which they clearly introduce a topic, group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. Use facts, definitions and details to develop points.
- c. Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

Create writing that utilizes:

- 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.

Conduct short inquiry projects that build knowledge through investigation of different aspects of a topic.

Recall and use facts from literary or informational texts to support analysis, reflection, and inquiry.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Determine the meaning of words and phrases as they are used in a text, including figurative language such as similes and metaphors.
- b. Explain common idioms and proverbs.
- c. Understand words by relating them to synonyms and antonyms.
- d. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when

encountering new words).
<p>Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</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>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</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>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>Paraphrase portions of a text read aloud or information presented in diverse media and formats.</p>
<p>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.</p>

Fifth Grade Outcomes

Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Read with sufficient accuracy and fluency to support comprehension.

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

Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)

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)

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)

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)

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)

Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI)

Write text in a variety of modes:

- a. Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.
- b. Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aid 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.

Create writing that utilizes:

- 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.

Produce clear and coherent writing in which the development and organization are culturally sustaining and rhetorically authentic to task, purpose, and audience.

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.
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.
Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
<p>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>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).
<p>Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</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>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</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.
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
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.

Sixth Grade Outcomes

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)

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

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) 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)

In literary texts, identify possible biases, the point of view, and explain how it is developed and conveys meaning in diverse texts. (RL) In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others. (RI)

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)

Write text in a variety of modes:

- a. Write arguments to support claims with clear reasons, relevant evidence, and literary theory.
- b. Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- c. Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences.

Create writing that utilizes:

- a. Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing.
- b. Transitions: use appropriate transitions to clarify the relationships among ideas and concepts.
- c. Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events.

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.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone.
- b. Interpret figures of speech (e.g., personification) in context.
- c. Use the relationship between particular words (e.g., cause/effect) to better understand each of the words.
- d. Distinguish between words with similar definitions (e.g., stingy, scrimping, economical, un wasteful, thrifty).

Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.

Understand and evaluate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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.

Seventh Grade Outcomes

Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)

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)

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)

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)

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)

Write text in a variety of modes:

- a. Write arguments to support claims with clear reasons, relevant evidence and literary theory. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Use accurate, credible sources.
- b. 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.
- c. Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.

Create writing that utilizes:

- a. Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing.
- b. Transitions: use a variety of appropriate transitions that connect and develop ideas.
- c. Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.

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.

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.

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

- a. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- b. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar

denotations, be able to describe differences in connotation and their impact on meaning and tone.

b. Analyze the impact of rhyme and other repetitions of sound (e.g., alliteration; assonance) in varied texts (e.g., poetry; drama; section of a story).

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.

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize significant points.

Eighth Grade Outcomes

Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)

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)

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)

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)

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) 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)

Write text in a variety of modes:

- a. Write arguments to introduce and support claim(s) using logical reasoning, relevant evidence and literary theory. Use accurate, credible sources and demonstrate an understanding of the topic or text, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. 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.
- c. Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.

Create writing that utilizes:

- a. Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends.
- b. Transitions: varied transitions to create cohesion and clarity among ideas and concepts.
- c. Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader.

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.

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.

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

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone.

b. Analyze the impact of specific word choice on meaning and tone, including analogies or allusions to other texts.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.

- a. Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
- b. Set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion), and 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.

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.

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.

English 9 Outcomes

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)

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)

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)

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)

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)

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)

Write text in a variety of modes:

- a. Write arguments and literary analysis to support claims in an analysis of substantive topics or texts, using valid reasoning, literary theory, and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among 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.

Create writing that utilizes:

- a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
- 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.

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.)

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.

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

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

- a. Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
- b. Determine and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations.
- b. Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).

Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- a. Use parallel structure.
- b. 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).

Analyze and synthesize multiple sources of information presented in diverse media or formats to determine credibility and accuracy of each source.

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.

English 10 Outcomes

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)

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)

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)

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)

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)

Write text in a variety of modes:

- 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.
- 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.
- 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.

Create writing that utilizes:

- 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.
- 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.
- 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.

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.)

Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 9-10 Reading standards)

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

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

- a. Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
- b. Determine and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations.
- b. Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).

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.

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.

English 11 Outcomes

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)

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)

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)

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)

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)

Write text in a variety of modes:

- a. Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning, literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an 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.

Create writing that utilizes:

- a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
- b. Transitions: 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.

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.)

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.
Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 11-12 Reading standards)
<p>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. 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.</p> <p>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>
<p>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; analyze nuances in the meaning of words with similar denotations.</p> <p>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>
<p>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> <p>a. Recognize that conventions (i.e., aspects of punctuation, layout, and formatting within a particular genre) are the result of agreed upon usage.</p> <p>b. Identify ways in which usage and conventions vary and are sometimes contested.</p> <p>c. 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>
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.
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.

English 12 Outcomes

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)

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)

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)

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

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)

Write text in a variety of modes:

- a. Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning, literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an 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.

Create writing that utilizes:

- a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
- b. Transitions: 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.

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.)

Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 11-12 Reading standards)

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

- a. Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.
- b. Determine and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations.
- b. Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures.

Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- a. Recognize that conventions (i.e., aspects of punctuation, layout, and formatting within a particular genre) are the result of agreed upon usage.
- b. Identify ways in which usage and conventions vary and are sometimes contested.
- c. 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).

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.

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.