**Massachusetts**

**Curriculum Framework**

for

**English Language Arts and Literacy**

***Grades Pre-Kindergarten to 12***

**Changes to 2011 Framework Highlighted or Tracked**

**DRAFT FOR PUBLIC COMMENT**

**November 29, 2016**





This document was prepared by the Massachusetts Department of Elementary and Secondary Education

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*Commissioner’s Letter* ii

*Acknowledgements* iii

**Introduction** **1**

Guiding Principles for English Language Arts and Literacy Programs in Massachusetts 7

College and Career Readiness and Civic Preparation 9

Students Who Are Ready for College, Careers, and Civic Participation 10

**Grades Pre-K–5**

**Standards for English Language Arts and Literacy in History/Social Studies, Science, Mathematics, and Technical Subjects**

**Reading** **12**

Literature 13

Informational Text 20

Foundational Skills 25

**Writing** **28**

**Speaking and Listening** **36**

**Language** **41**

**Grades 6–12**

**Standards for English Language Arts**

**Reading** **59**

Literature 60

Informational Text 65

**Writing** **69**

**Speaking and Listening** **78**

**Language** **83**

**Standards for Literacy in History/Social Studies, Science, Mathematics, and Career and Technical Subjects**

**Reading** **96**

History/Social Studies 97

Science and Career and Technical Subjects 99

**Writing** **101**

**Speaking and Listening** **106**

*Application of Standards for English Learners and Students with Disabilities* 109

*Bibliography* 112

*Glossary* 118

*A Literary Heritage: Suggested Authors, Illustrators, and Works from the Ancient World to About 1970* 131

*A Literary Heritage: Suggested Contemporary Authors and Illustrators; Suggested Authors in World Literature* 140

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[This page will contain a letter from the Commissioner in the final version of the Framework.]

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Introduction



***The Origin of these Standards: 1993*–*2011***

The Massachusetts Education Reform Act of 1993 directed the Commissioner and Department of Education to create academic standards in a variety of subject areas. Massachusetts adopted its first set of English language arts standards in 1997 and revised them in 2001. In 2007 the Massachusetts Department of Elementary and Secondary Education (ESE) convened a team of educators to revise its 2001 *English Language Arts Curriculum Framework,* and when in 2009 the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) began a multi-state standards development project called the *Common Core State Standards* initiative, the two efforts merged. The pre-K–12 *Massachusetts Curriculum Framework for English Language Arts and Literacy*, a new framework that included both the Common Core State Standards and unique Massachusetts standards and features, was adopted by the Boards of Elementary and Secondary Education and Early Education and Care in 2010 and published in 2011. A similar process unfolded for mathematics.

***Review of ELA/Literacy and Mathematics Standards, 2016*–*2017***

In November 2015, the Massachusetts Board of Elementary and Secondary Eduction voted to move forward with development of its own next-generation student assessment program in ELA/literacy and mathematics.

In conjunction with this action, the Board supported a plan to convene review panels comprised of Massachusetts K–12 teachers and higher education faculty “to review the current ELA/literacy and mathematics curriculum frameworks and identify any modifications or additions to ensure that the Commonwealth's standards match those of the most aspirational education systems in the world, thus representing a course of study that best prepares students for the 21st century.”

In February 2016, a panel of Massachusetts educators from elementary, secondary, and higher education was appointed to review the ELA/literacy and mathematics standards and suggest improvements based on their experiences using the standards for five years to guide pre-K–12 curriculum, instruction, assessment, and educator preparation. Additional comment on the standards was sought through a public survey and from content-area advisors in mathematics and ELA/literacy.

The 2017 *Massachusetts Curriculum Framework for English Language Arts and Literacy* revises the 2011 standards. In some cases, the standards have been edited to clarify meaning. Some standards have been eliminated, others added. Sections have been revised to reflect current Massachusetts initiatives. For example, the 2011 Framework’s description of College and Career Readiness has broadened with Massachusetts’ definition to encompass College, Career, and Civic Readiness. The glossary, bibliography, and two sections that suggest appropriate classic and contemporary authors for different grade-level ranges have also been updated

***The Literate Person of the Twenty-First Century***

As a natural outgrowth of meeting the charge to define college and career readiness and civic preparation, the standards also lay out a vision of what it means to be a literate person in this century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to navigate the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. Students who meet the standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

***College and Career Readiness (CCR) and Grade-Specific Standards***

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The pre-K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

***Grade Levels for Pre-K–8; Grade Bands for 9–10 and 11–12***

The ELA/Literacy standards use individual grade levels in pre-kindergarten through grade 8 to provide useful specificity; the standards use two-year bands in grades 9–12 to allow schools and districts flexibility in high school course design. The pre-kindergarten standards apply to children who are older four- and younger five-year-olds. A majority of these students attend education programs in a variety of settings: community-based early care and education centers, family daycare, Head Start programs and public preschools. In this age group, the foundations of language, speaking and listening, reading, and writing are formed during conversations, play, informal drama, and with experience with real objects and situations.

***An Integrated Model of Literacy***

Although the standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, there are cross-references among the standards for Reading, Writing, Speaking and Listening, and Language, as well as numerous examples that show how standards may be combined in effective instruction.

***Literacy in the Context of a Well-Rounded Curriculum***

The standards in this Framework are focused on English language arts and literacy. But students need to acquire wide-ranging knowledge of the world learned through a well-balanced curriculum to be truly literate. Content knowledge is the indispensable companion to improved reading comprehension, since a child needs background knowledge about a topic in order to identify the main ideas and details of an informational text, or to understand how and why events unfold in an historical novel.[[1]](#footnote-1) All through the elementary grades, students need to be immersed in classrooms, schools, and libraries that provide a wide variety of books and media at different levels of complexity in a variety of genres – both literary and nonfiction. They need daily activities in which they develop language skills, mathematical understanding and fluency, understanding of experimentation and observation in science, creative experience in producing works of visual art and performing, and interacting with the community in a variety of ways.

The pre-K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including ELA, social studies, science, mathematics, the arts, and comprehensive health.

The standardsinsist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. This is particularly important in middle and high schools, where students encounter a number of teachers from different academic departments daily. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, mathematics, and career and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students’ literacy skills and literary understandings while at the same time recognizing that teachers in other disciplines have a particular role in developing students’ capacity for reading and writing informational text.

To achieve a well-rounded curriculum at all grade levels, the standards in this Framework are meant to be used with the standards of the *Massachusetts Curriculum Frameworks for Mathematics, History and Social Science, Science and Technology/Engineering, the Arts, Comprehensive Health*, *Foreign Languages,* and, at grades 9–12, the *Frameworks for* *Career and* *Vocational Technical Education*.

Part of the motivation for the standards’ interdisciplinary approach to literacy is extensive research establishing that students who wish to be college and career ready must be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in pre-K–12 schools and comparatively little scaffolding.

It should be noted that recent revisions of the *Massachusetts Curriculum Frameworks for Science and Technology/Engineering* (2016) and *Mathematics* (2017) also highlight literacy in their Guiding Principles and Practice Standards. The reason for placing literacy standards and guiding principles in each discipline’s framework is twofold. First, this approach allows each discipline to articulate the literacy skills that are most appropriate to college and career readiness in that field. Second, educators in each subject area will be able to easily locate standards and Guiding Principles about incorporating literacy within the frameworks they consider their own. As the Massachusetts curriculum frameworks in other areas are revised in the future, educators from each subject area will likely be asked to address disciplinary literacy in their fields of study. ***Reading and Listening in the Framework:***

***A Balance of Extended and Shorter Texts***

Students are expected to read extended texts: well-written, full-length novels, plays, long poems, and informational texts chosen for the importance of their subject matter and excellence in language use. Students build stamina by reading extended texts because such works often explore complex topics in ways that shorter texts cannot. Learning to persist in the reading of extended texts predisposes students to reading for pleasure as adults and prepares them for academic reading in college, technical and professional reading in the workplace, and reading about issues of civic importance in the community.

Reading full-length works of fiction, drama, poetry, or literary nonfiction allows students to see how an author creates complex characters who change over time in response to other characters and events. In full-length informational texts, authors explore a topic in depth, with levels of argument, evidence, and analysis impossible in shorter texts. Moreover, these longer literary and informational texts often address challenging concepts and philosophical questions.

But of course there is also a place for shorter texts, both in adult reading and in the curriculum. Literate adults keep current on world, national, and local events and pursue personal and professional interests by reading and listening to a host of articles, editorials, journals, and digital posts weekly. Teachers can build that habit in students and add coherence to the curriculum by ensuring that students read and listen to related shorter texts, such as articles or excerpts of longer works that complement the extended text. These shorter texts can serve a number of purposes, such as building background knowledge, providing a counterargument to the extended text, or providing a review or critical analysis of the longer text. Shorter selections can also show how the extended text’s topic is treated in another literary genre or medium, such as film or visual arts.

A well-designed curriculum also makes room for student choice. Classroom, school, and public libraries play a vital role in making available a wide range of books that allow students to pursue their own interests, develop a preference for certain authors, and cultivate a love of reading.

***Text Complexity and the Growth of Reading Comprehension***

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts; considering a wider range of textual evidence; and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

***Critical Approaches to Analysis in the Framework***

All successful reading involves understanding the main ideas, themes, and details of a work. Reading standards 1 through 3, under the subheading *Key Ideas and Details,* embody this idea. There are many approaches to critical reading; the Framework focuses on the two described below.

1. Formal Analysis or “Reading Closely”

This approach focuses on determining what a complex text means by examining word choice and the structure of sentences. Most effectively applied to poetry or other short complex texts with multiple layers of meaning, nuanced vocabulary, or to excerpts from larger complex texts, this method of analysis is *not* appropriate for reading an *entire* extended text, because it slows the reader and potentially leads her to miss an author’s overarching ideas while focusing on details of his vocabulary and syntax. Reading closely is also an inappropriate and unnecessary approach to reading texts that are easy to understand.[[2]](#footnote-2) These are readily accessible texts for a grade level, characterized by literal ideas presented in a straightforward manner, with uncomplicated sentence structure, and familiar vocabulary.

In English language arts classes, reading closely is often a prerequisite to literary analysis. Reading closely often involves re-reading a difficult passage several times in order to determine meaning—a useful practice to learn in grades K–12 and one that skilled readers employ automatically. This approach informs the wording of Reading standards 4 to 6, grouped together under the subheading *Craft and Structure.* By design, these standards are echoed in Language standards 1 through 6, which deal with standard English conventions, language and style, and vocabulary development.

2. Comparative Analysis This approach is based on the concept that a reader gains understanding of a text by setting it in a broader context. This often means comparing it to other texts and seeking similarities and differences among them. A variety of comparisons can be used: in picture books, at the simplest level, comparing what the words say to what the pictures show. Other forms of comparison involve multiple works by one author, multiple books on a similar topic or theme by different authors, multiple examples within and across genres, or multiple interpretations of a similar theme across mediums (e.g., print and video). Comparative analysis can also include examining historical, political, and intellectual contexts of a work as well as using information from an author’s biography in an interpretation. This approach informs the wording of Reading standards 7 through 9, with the subheading *Integration of Knowledge and Ideas.*

***Speaking, Listening, and Writing in the Framework***

Students are expected to discuss their school experiences in the curriculum daily with their peers, their teachers, and their families. Speaking and Listening standards 1 through 3 address conversation, collaboration, responding to media, and gaining information through listening and viewing, identifying a speaker’s point of view and evaluating his reasoning. Standards 4 through 6 address preparing and presenting oral and media presentations. These standards are closely related to preparation for participation in civic life.

Teachers also expect students to write in school every day—short pieces about what they have read that might be completed in one sitting, and longer compositions that might take a week to a month or longer, with time for research, synthesizing information from multiple texts, drafting, revising, and editing. The first three Writing standards address in detail the components of writing arguments, explanations, and narratives.

The intent of these standards is to promote flexibility, not rigidity, in student writing. Many effective pieces of writing blend elements of more than one text type in service of a single purpose: for example, an argument may rely on anecdotal evidence, a short story may function to explain some phenomenon, or a literary analysis may use explication to develop an argument. In addition, each of the three types of writing is itself a broad category encompassing a variety of texts: for example, narrative poems, short stories, and memoirs represent three distinct forms of narrative writing. To develop flexibility and nuance in their own writing, students need to read a wide range of complex model texts.

The Speaking and Listening and Writing standards, like the Reading standards, are closely linked to the Language standards. These standards include the essential “rules” of standard written and spoken English and aspects of vocabulary development, but they also approach language as a matter of craft, style, and informed choice among alternatives.

***Research in the Framework***

Research is addressed in Writing standards 7 through 9, and involves identifying a topic; selecting and narrowing a research question; identifying, reading, and evaluating source materials; and using these materials as evidence in an explanation or argument.

***What the ELA/Literacy Framework Does and Does Not Do***

The standards define what all students are expected to know and be able to do, not how teachers should teach. While the standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers.

No set of grade-level standards can reflect the great variety of abilities, needs, learning rates, and achievement levels in any given classroom. The standards define neither the support materials some students may need, nor the advanced materials others should have. It is also beyond the scope of the standards to define the full range of supports appropriate for English learners and for students with special needs. Still, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills that will be necessary in their post-high-school lives.

The standards should be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs. For example, for students with disabilities *reading* should allow for the use of Braille, screen-reader technology, or other assistive devices, while *writing* should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, *speaking* and *listening* should be interpreted broadly to include sign language.

While the ELA and content area literacy components described herein are critical to college, career, and civic readiness, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning.

Guiding Principles for English Language Arts and Literacy Programs

The following principles are philosophical statements that underlie the standards and resources of this curriculum framework. They should guide the construction and evaluation of English language arts and literacy programs in schools and the broader community.

Guiding Principle 1

***An effective English language arts and literacy curriculum develops thinking and language together through interactive learning.***

Effective use of language both requires and extends thinking. As learners listen to a speech, view a documentary, discuss a poem, or write an essay, they engage in thinking. Students develop their ability to remember, understand, analyze, evaluate, and apply the ideas they encounter in English language arts and in all the other disciplines when they read increasingly complex texts and undertake increasingly challenging assignments that require them to write or speak in response to what they are learning.

Guiding Principle 2

***An effective English language arts and literacy curriculum draws on literature in order to develop students’ understanding of their literary heritage.***

American students need to become familiar with works that are part of a literary tradition going back thousands of years. Students should read literature reflecting the literary and civic heritage of the English-speaking world. They also should read works from the many diverse communities that make up contemporary America as well as from countries and cultures throughout the world. In order to foster a love of reading, English language arts teachers encourage independent reading within and outside of class.

Guiding Principle 3

***An effective English language arts and literacy curriculum draws on informational texts and multimedia in order to build academic vocabulary and strong content knowledge.***

In all of their classes, including history/social science, mathematics, science and technology/engineering, arts, comprehensive health, foreign language, and vocational and technical subjects, students should encounter many examples of informational and media texts aligned to the grade or course curriculum. This kind of reading, listening, and viewing is the key to building a rich academic vocabulary and increasing knowledge about the world. Each kind of print or media text has its unique characteristics, and proficient students apply the critical techniques learned in the study of exposition to the evaluation of multimedia, television, radio, film/video, and websites.School librarians play a key role in finding books and other media to match students’ interests, and in suggesting further resources in public libraries.

Guiding Principle 4

***An effective English language arts and literacy curriculum develops students’ oral language and literacy through appropriately challenging learning*.**

Reading to and conversing with preschool and primary grade children plays an especially critical role in developing children’s vocabulary, their knowledge of the natural world, and their appreciation for the power of the imagination. In the primary grades, systematic phonics instruction and regular practice in applying decoding skills are essential elements of the school program. At the middle and high school levels, programs designed to prepare students for college and careers continue to emphasize the skills of building knowledge through substantive conversation, collaboration, and making oral presentations that are adapted to task, purpose, and audience.

Guiding Principle 5

***An effective English language arts and literacy curriculum emphasizes writing arguments, explanatory/informative texts, and narratives.***

At all levels, students’ writing records their imagination, exploration, and responses to the texts they read. As students attempt to write clearly and coherently about increasingly complex ideas, their writing serves to propel intellectual growth. Through writing, students develop their ability to think, to communicate and defend ideas, and to create worlds unseen. A student’s writing and speaking voice is an expression of self. Students’ voices tell us who they are, how they think, and what unique perspectives they bring to their learning. Students’ voices develop when teachers provide opportunities for interaction, exploration, and communication. When students discuss ideas and read one another’s writing, they learn to distinguish between formal and informal communication. They also learn about their classmates as unique individuals who can contribute their distinctive ideas, aspirations, and talents to the class, the school, the community, and the nation.

Guiding Principle 6

***An effective English language arts and literacy curriculum holds high expectations for all students.***

Recognizing that learners are different, teachers differentiate instruction as students learn to become increasingly independent in reading and writing complex texts. Effective teachers realize that instruction needs to be modified for students capable of more advanced work, as well as for struggling students.

Guiding Principle 7

***An effective English language arts curriculum provides explicit skill instruction in reading and writing.***

In some cases, explicit skill instruction is most effective when it precedes student need. Systematic phonics lessons, in particular decoding skills, should be taught to students before they use them in their subsequent reading. Systematic instruction is especially important for those students who have not developed phonemic awareness—the ability to pay attention to the component sounds of language. Effective instruction can take place in small groups, individually, or on a whole class basis. In other cases, explicit skill instruction is most effective when it responds to specific problems students reveal in their work.

Guiding Principle 8

***An effective English language arts and literacy curriculum builds on the language, experiences, knowledge, and interests of students, their families, and their communities.***

Teachers recognize the opportunities and challenges presented by the linguistic and cultural diversity of their classrooms. They recognize that families play a crucial role in developing young children’s speaking, listening, language, reading, and writing skills. As children become adolescents, families and community members provide support to keep middle and high school students engaged in school. Role models in the family, community, and school encourage high school students in their exploration of colleges, careers, and civic involvement. Effective programs acknowledge and draw upon all these sources of support as they help students practice the sustained and critical reading, coherent speaking and writing, and attentive listening essential in a democratic society.

Guiding Principle 9

***An effective English language arts and literacy curriculum promotes social and emotional learning.***

Curriculum and instruction that develop students’ self-awareness, self-management, social awareness, responsible decision-making, and relationship skills can increase academic achievement, improve attitudes and behaviors, decrease negative behaviors, and reduce emotional distress. In ELA classrooms, for example, students should practice recognizing aspects of themselves in the texts they encounter (self-awareness), engaging in productive struggles with challenging texts and topics (self-management), tailoring speech and writing to audiences’ needs and interests (social awareness), grappling vicariously with difficult choices faced by others (responsible decision-making), and collaborating respectfully with students from backgrounds unlike their own (relationship skills).

Guiding Principle 10

***An effective English language arts and literacy curriculum nurtures students’ sense of their common ground as present or future American citizens and prepares them to participate responsibly in our schools and in civic life.***

Teachers instruct an increasingly diverse group of students in their classrooms each year. Students may come from any country or continent in the world. Taking advantage of this diversity, teachers guide discussions about the extraordinary variety of beliefs and traditions around the world. At the same time, they provide students with common ground through discussion of significant works in American cultural history to help prepare them to become self-governing citizens of the United States of America. An effective English language arts and literacy curriculum,while encouraging respect for differences in home backgrounds, can serve as a unifying force in schools and society.

College and Career Readiness and Civic Preparation

Preparation for success in the world after high school ideally begins when children are very young. Students’ families and their preschool, elementary, and middle school teachers shape aspirations and build academic foundations. Teachers and families prepare students to participate fully in society and to pursue a career or college education.

Young children frequently dream about what they will be when they grow up, and as they get a little older, many pursue interests in and out of school that might lead them to become scientists, artists, doctors, journalists, government leaders, business owners, fashion designers, entrepreneurs, or members of any number of other skilled and creative vocations. Skillful educators at all grade levels are always aware that their actions and attitudes will shape students' capacities to succeed after high school.

The Massachusetts Boards of Elementary and Secondary and Higher Education adopted a definition of college and career readiness in 2013 and amended it in 2016 to include a section on civic preparation. The definition reads, in part:

"Massachusetts students who are college and career ready and prepared for civic life will demonstrate the knowledge, skills, and abilities that are necessary to successfully complete entry-level, credit-bearing college courses; participate in certificate or workplace training programs; enter economically viable career pathways; and engage as active and responsible citizens in our democracy."  
  
The Massachusetts definition identifies the following key knowledge and academic skills for English language arts:

* Read and comprehend a range of sufficiently complex texts independently.
* Write effectively when using and/or analyzing sources.
* Build and present knowledge through research and the integration, comparison, and synthesis of ideas.
* Use context to determine the meaning of words and phrases.

In addition, to be prepared for civic participation, students need key knowledge, skills, and dispositions related to English language arts and literacy, including:

* Core civic content knowledge and the ability to apply that knowledge to different circumstances and settings;
* Civic intellectual skills, including the ability to identify, assess, interpret, describe, analyze, and explain matters of concern in civic life;
* Civic participatory skills, including knowing how to work collaboratively in groups and organizational settings, interface with elected officials and community representatives, communicate perspectives and arguments, and plan strategically for civic change; and
* Civic dispositions, including interpersonal and intrapersonal values, virtues, and behaviors, respect for freedom of speech and thought, respect for others, commitment to equality, capacity for listening, and capacity to communicate in ways accessible to others.

The more detailed descriptions on the following page offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

Students Who Are Ready for College, Careers, and Civic Participation

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document.

**They 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 able independently to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

**They build strong content knowledge.**

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

**They 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 purpose 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. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

**They 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.

**They value evidence.**

Students cite specific evidence when offering an oral or written analysis or 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.

**They 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 offline. They 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.

**They come to understand other perspectives and cultures.**

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. 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 vicariously inhabit worlds and have experiences much different than their own.

Standards for

**English Language Arts  
&**

**Literacy in History/Social Studies,   
Science, Mathematics, and Technical Subjects**

Pre-K–5

**College and Career Readiness Anchor Standards for Reading**

Note on range **and content  
of student reading**

*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 texts in history/social studies, science, mathematics, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. 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.*

The pre-K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

*Key Ideas and Details*

**1.** Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.

**2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

*Craft and Structure*

**4.** 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.

**5.** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

**6.** Assess how point of view or purpose shapes the content and style of a text.

*Integration of Knowledge and Ideas*

**7.** Integrate and evaluate content presented in diverse media and formats..‡

**8.** 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.

**9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

*Range of Reading and Level of Text Complexity*

**10.** Independently and proficiently read and comprehend complex literary and informational texts.\*\*

‡ 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.

\*\* Measuring text complexity involves a qualitative evaluation of the text, a quantitative evaluation of the text, and matching reader to text and task. See pages X–X for more information regarding range, quality, and complexity of student reading for grades pre-K–5. [Appendix A of the Common Core State Standards](http://www.corestandards.org/assets/Appendix_A.pdf) also discusses text complexity in depth, and the [Massachusetts Model Curriculum Unit Project](http://www.doe.mass.edu/frameworks/mcu/) provides examples of complex texts and tasks.Reading Standards for Literature Pre-K–5 [RL]

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.*

|  |  |
| --- | --- |
| **Pre-Kindergartners (older 4-year-olds to younger 5-year-olds):** | **Kindergartners:** |
| *Key Ideas and Details* | |
| **1.** Ask and answer questions about a story or poem read aloud. | **1.** Ask and answer questions about key details in a text. |
| **2.** Retell a sequence of events from a story read aloud. | **2.** Retell familiar stories, including key details.  *For example,*  *After hearing their teacher read and show the illustrations in Gerald McDermott’s picture book version of a traditional African tale,* Anansi the Spider, *students retell the folktale about the clever spider Anansi and draw pictures to illustrate characters and their interactions at important points in the story. (RL.K.2, RL.K.3, W.K.3)* |
| **3.** Act out characters and events from a story or poem read aloud. | **3.** Identify characters, settings, and major events in a story. |
| *Craft and Structure* | |
| **4.** Ask and answer questions about unfamiliar words in a story or poem read aloud. (See pre-kindergarten Language standards 4–6 on applying knowledge of vocabulary to reading.) | **4.** Ask and answer questions about unknown words in a text. (See kindergarten Language standards 4–6 on applying knowledge of vocabulary to reading.) |
| **5.** Show awareness of the rhythmic structure of a poem or song by clapping or movement. | **5.** Recognize common types of texts and characteristics of their structure (e.g., story elements in storybooks; rhyme, rhythm, and repetition in poems).  *For example,*  *Students read with their teacher two texts about foods that are made, eaten, and enjoyed all around the world: pancakes. The two texts are Tomie DePaola’s book* Pancakes for Breakfast *and Christina Rossetti’s poem “Mix a Pancake.” After discussing the two texts, students explain how they knew from the structure of each work that the first text was a story and the second a poem. (RL.K.5, SL.K.1, L.K.6)* |
| **6.**  “Read” the illustrations in a picture book by describing a character or place depicted, or by telling how a sequence of events unfolds. | **6.** Explain that reading the cover or title page is how to find out who created a book; name the author and illustrator of a book and define the role of each in telling the story. |
| *Integration of Knowledge and Ideas* | |
| **7.** Make predictions about what happens next in a picture book after examining and discussing the illustrations.  *For example,*  *Students listen as their teacher reads* Jump, Frog, Jump *by Robert Kalan. When each creature comes to the pond and hints at the next hazard for Frog, the teacher pauses in the reading and asks students to use the pictures and their prior knowledge to make a prediction about what will happen next. (RL.PK.6, RL.PK.7)* | **7.** Describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). |
| **8.** (Begins in grade 1) | **8.** (Begins in grade 1) |
| **9.** Make connections between a story or poem and their own experiences. | **9.** Compare and contrast the adventures and experiences of characters in familiar stories. |

Reading Standards for Literature Pre-K–5 [RL]

|  |  |
| --- | --- |
| **Pre-Kindergartners (older 4-year-olds to younger 5-year-olds):** | **Kindergartners:** |
| *Range of Reading and Level of Text Complexity* | |
| **10.** Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud. | **10.** Actively engage in group reading activities with purpose and understanding. |

Reading Standards for Literature Pre-K–5 [RL]

|  |  |  |
| --- | --- | --- |
| **Grade 1 students:** | **Grade 2 students:** | **Grade 3 students:** |
| *Key Ideas and Details* | | |
| **1.** Ask and answer questions about key details in a text. | **1.** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. | **1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| **2.** Retell stories, including key details, and demonstrate understanding of their central message or lesson. | **2.** Retell stories, including fables and folktales, and determine their central message, lesson, or moral. | **2.** Retell stories, including fables, folktales, and myths; determine the central message, lesson, or moral and explain how it is conveyed through key details in a text.  *For example,*  *Students read versions classic fables attributed to Aesop, discussing how the stories can be told differently, yet have the same moral. Then they read a collection of modern fables, told mostly in dialogue, by Arnold Lobel. Students practice reading the fables aloud in pairs to develop fluency and expression, and then write a script from a fable to perform. By the end of the unit, students can explain what fables are, why they have endured over thousands of years, and how fables reflect human experience. (RL.3.2, RL.3.9, RF.3.4, W.3.10, L.3.6) For more, see “Fables to be Learned,” a [Massachusetts Model Curriculum Unit](http://www.doe.mass.edu/frameworks/mcu/).* |
| **3.** Describe characters, settings, and major events in a story, using key details. | **3.** Describe how characters in a story respond to major events and challenges. | **3.** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |
| *Craft and Structure* | | |
| **4.** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4–6 on applying knowledge of vocabulary to reading.) | **4.** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4–6 on applying knowledge of vocabulary to reading.)  *For example,*  *Students learn the traditional nursery rhyme “As I was going to St. Ives” and point out how its repetitions of sounds affect the meaning and help them find the answer to the mathematical puzzle posed by the speaker in the poem. (RL.2.1, RL.2.4)* | **4.** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language (idiom, simile, and metaphor). (See grade 3 Language standards 4–6 on applying knowledge of vocabulary to reading.) |

Reading Standards for Literature Pre-K–5 [RL]

|  |  |  |
| --- | --- | --- |
| **Grade 1 students:** | **Grade 2 students:** | **Grade 3 students:** |
| *Craft and Structure (continued)* | | |
| **5.**  Identify characteristic structures of common types of stories, including folktales and fairy tales.  *For example,*  *In a study of folktales as a genre, students listen to and read along with the teacher the traditional poem, “The Fox’s Foray,” noting the repetition, rhythm, and rhyme. After performing a choral reading of another version of the poem, “The Fox Went Out One Chilly Night,” they read more traditional tales featuring foxes and write opinion pieces about the character of the fox in the tales they have read. (RL.1.5, RL.1.9, W.1.1, L.1.6) For more, see “The Fox’s Foray,” a [Massachusetts Model Curriculum Unit](http://www.doe.mass.edu/frameworks/mcu/).* | **5.** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | **5.** Identify common structural elements of fiction (e.g., plot, problem, solution); describe how each successive part of a text builds on earlier sections. |
| **6.** Identify who is telling the story at various points in a text. | **6.**  Explain what dialogue is and how it can reveal characters’ thoughts and perspectives. | **6.** Distinguish their own point of view from that of a text’s narrator or those of its characters. |
| *Integration of Knowledge and Ideas* | | |
| **7.** Use illustrations and details in a story to describe its characters, setting, or events. | **7.** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | **7.** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). |
| **8.** (In literature, argument may be present but embedded in a theme or central idea; see RL.2.) | **8.** (In literature, argument may be present but embedded in a theme or central idea; see RL.2.) | **8.** (In literature, argument may be present but embedded in a theme or central idea; see RL.2.) |
| **9.** Compare and contrast the adventures and experiences of characters in stories.  *For example,*  *Students read or hear read aloud several picture books by one author/illustrator, such as Beatrix Potter, Dr. Seuss, William Steig, Eric Carle, Ezra Jack Keats, Jerry Pinkney, or Mo Willems, and make a list of the similarities they notice in the books. (RL.1.9, W.1.10)* | **9.** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. | **9.** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). |

Reading Standards for Literature Pre-K–5 [RL]

|  |  |  |
| --- | --- | --- |
| **Grade 1 students:** | **Grade 2 students:** | **Grade 3 students:** |
| *Range of Reading and Level of Text Complexity* | | |
| **10.** Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1. (See pages X–X for more on qualitative and quantitative dimensions of text complexity.) | **10.** Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2. (See pages X–X for more on qualitative and quantitative dimensions of text complexity.) | **10.** Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 3. (See pages X–X for more on qualitative and quantitative dimensions of text complexity.) |

Reading Standards for Literature Pre-K–5 [RL]

| **Grade 4 students:** | **Grade 5 students:** |
| --- | --- |
| *Key Ideas and Details* | |
| **1.** Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.  *For example,*  *Students read Natalie Babbitt’s novel* Tuck Everlasting *and select paragraphs and sentences in the novel in which the reader is given hints about the mysterious qualities of the spring water that has given eternal life to the members of the Tuck family. They pay particular attention to how Babbitt’s use of metaphors and images gives richness to the text. (RL.4.1, RL.4.2, RL.4.4, L.4.5) For more, see “Tuck Everlasting,” a [Massachusetts Model Curriculum Unit](http://www.doe.mass.edu/frameworks/mcu/).* | **1.** Quote accurately from a text when explaining what the text states explicitly and when drawing inferences from the text. |
| **2.** Determine a theme of a story, drama, or poem from details in the text; summarize a text. | **2.** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize a text; paraphrase key sections of a text. (See grade 5 Writing standard 8 for more on summarizing and paraphrasing.)  *For example,*  *Students explore the theme “Heroism demands courage and taking risks” in traditional tales such as* The Merry Adventures of Robin Hood *by Howard Pyle and modern novels such as* Bud, Not Buddy *by Christopher Paul Curtis. (RL.5.2, RL.5.3, RL.5.6)* |
| **3.** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). | **3.** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |
| *Craft and Structure* | |
| **4.** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*); analyze and explain how figurative language enriches the text. (See grade 4 Language standards 4–6 on applying knowledge of vocabulary to reading.) | **4.** Determine the meaning of words and phrases as they are used in a text, including locating and explaining the effect of figurative language such as metaphors and similes. (See grade 5 Language standards 4–6 on applying knowledge of vocabulary to reading.) |
| **5.** Explain major differences among prose, poetry, and drama and refer to the structural elements of each (e.g., paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for drama) when writing or speaking about a text. | **5.** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| **6.** Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations. | **6.** Describe how a narrator’s or speaker’s point of view influences how events are described in a story, myth, poem, or drama. |

Reading Standards for Literature Pre-K–5 [RL]

| **Grade 4 students:** | **Grade 5 students:** |
| --- | --- |
| *Integration of Knowledge and Ideas* | |
| **7.** Make connections between a written story or drama and its visual or oral presentation, identifying where the presentation reflects specific descriptions and directions in the written text. | **7.** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem). |
| **8.** (In literature, argument may be present but embedded in a theme or central idea; see RL.2.) | **8.** (In literature, argument may be present but embedded in a theme or central idea; see RL.2.) |
| **9.** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature. | **9.** Compare and contrast stories in the same genre (e.g., mysteries or adventure stories) on their approaches to similar themes and topics. |
| *Range of Reading and Level of Text Complexity* | |
| **10.** Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4. (See pages X–X for more on qualitative and quantitative dimensions of text complexity.) | **10** Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5. (See pages X–X for more on qualitative and quantitative dimensions of text complexity.) |

Reading Standards for Informational Text Pre-K–5 [RI]

| **Pre-Kindergartners (older 4-year-olds to younger 5-year-olds):** | **Kindergartners:** |
| --- | --- |
| *Key Ideas and Details* | |
| **1.** Ask and answer questions about an informational text read aloud. | **1.** Ask and answer questions about key details in a text. |
| **2.** Recall important facts from an informational text after hearing it read aloud.  *For example,*  *Students participate in discussions about the senses of sight, hearing, taste, touch, and smell. They listen to read-alouds of a number of books on the topic, such as Aliki’s* My Five Senses*, learn new vocabulary, and draw pictures and dictate words to show the importance of one of the senses. (RI.PK.2, RI.PK.4, W.PK.2, L.PK.6) For more, see “My Five Senses,” a [Massachusetts Model Curriculum Unit](http://www.doe.mass.edu/frameworks/mcu/).* | **2.** Identify the main topic and retell key details of a text. |
| **3.** Represent or act out concepts learned from hearing an informational text read aloud (e.g., make a skyscraper out of blocks after listening to a book about cities or, following a read-aloud on animals, show how an elephant’s gait differs from a bunny’s hop). | **3.** Describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| *Craft and Structure* | |
| **4.** Ask and answer questions about unfamiliar words in an informational text read aloud. (See pre-kindergarten Language standards 4–6 on applying knowledge of vocabulary to reading.) | **4.** Ask and answer questions about unknown words in a text. (See kindergarten Language standards 4–6 on applying knowledge of vocabulary to reading.) |
| **5.** (Begins in kindergarten or when the individual child is ready) | **5.** Identify the front cover, back cover, and title page of a book. |
| **6.**  “Read” illustrations in an informational picture book by describing facts learned from the pictures (e.g., how a seed grows into a plant). | **6.** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in the text. |
| *Integration of Knowledge and Ideas* | |
| **7.** Describe important details from an illustration or photograph. | **7.** Describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).  *For example,*  *Students study the life cycles of plants and animals. Read-alouds from books such as* One Bean *by Anne Rockwell*, From Seed to Plant *by Gail Gibbons, and* A Tree is a Plant *by Clyde Robert Bulla introduce students to core science concepts and vocabulary through illustrations and words. Students draw, dictate, and write observations in science journals. (RI.K.2, RI.K.4, RI.K.7, SL.K.5, L.K.6) For more, see “Life Cycles,” a [Massachusetts Model Curriculum Unit](http://www.doe.mass.edu/frameworks/mcu/).* |
| **8.** (Begins in kindergarten or when the individual child is ready) | **8.** Identify the reasons an author gives to support points in a text. |
| **9.** Identify several books on a favorite topic or several books by a favorite author or illustrator. | **9.** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| *Range of Reading and Level of Text Complexity* | |
| **10.** Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud. | **10.** Actively engage in group reading activities with purpose and understanding. |

Reading Standards for Informational Text Pre-K–5 [RI]

|  |  |  |
| --- | --- | --- |
| **Grade 1 students:** | **Grade 2 students:** | **Grade 3 students:** |
| *Key Ideas and Details* | | |
| **1.** Ask and answer questions about key details in a text. | 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | **1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| **2.** Identify the main topic and retell key details of a text. | **2.** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. | **2.** Determine the main idea of a text; recall the key details and explain how they support the main idea. |
| **3.** Describe the connection between two individuals, events, ideas, or pieces of information in a text.  *For example,*  *Students read and listen to the teacher read biographies of individuals who were courageous in the pursuit of justice for a variety of reasons throughout United States history. Among the books read are* Elizabeth Leads the Way *(about Elizabeth Cady Stanton) by Margot Theis Raven,* Side by Side: the Story of Dolores Huerta and Carlos Chavez *by Monica Brown,* Jackie Robinson *by Wil Mara,* and Ruby Bridges *by Robert Coles. After reading these true stories, students write their own biography of a person who worked for justice. (RI.1.3, W.1.3). For more, see “People Who Work for Change,” a [Massachusetts Model Curriculum Unit](http://www.doe.mass.edu/frameworks/mcu/).* | **3.** Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text. | **3.** Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. |
| *Craft and Structure* | | |
| **4.** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4–6 on applying knowledge of vocabulary to reading.) | **4.** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. (See grade 2 Language standards 4–6 on applying knowledge of vocabulary to reading.) | **4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. (See grade 3 Language standards 4–6 on applying knowledge of vocabulary to reading.) |
| **5.** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | **5.** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. | **5.** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  *For example,*  *Students study the characteristics and text features of informational text. Then they develop a research question about a topic of interest, conduct research to locate information, and write a report that uses the text features they have studied, such as a table of contents, headings and subheadings, informative illustrations, an index, and a glossary. (RI.3.5, W.3.2, W.3.7) For more, see “Informational Text: Reading to Learn,” a [Massachusetts Model Curriculum Unit](http://www.doe.mass.edu/frameworks/mcu/).* |

Reading Standards for Informational Text Pre-K–5 [RI]

|  |  |  |
| --- | --- | --- |
| **Grade 1 students:** | **Grade 2 students:** | **Grade 3 students:** |
| *Craft and Structure (continued)* | | |
| **6.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | **6.** Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | **6.** Distinguish their own point of view from that of the author of a text. |
| *Integration of Knowledge and Ideas* | | |
| **7.** Use the illustrations and details in a text to describe its key ideas. | **7.** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  *For example,*  *In a social studies unit on understanding the information in different types of maps and how to use a world atlas, students compare the physical geography of North America and Africa. They interpret maps and read how geography influenced the life of a Kenyan woman who used her knowledge to restore fertility to the land. Among the books they read at different levels of complexity are* Wangari’s Trees of Peace: A True Story from Africa *by Jeannette Winter*, Seeds of Change: Wangari’s Gift to the World *by Jen Cullerton Johnson, and* Planting the Trees of Kenya, the Story of Wangari Maathai *by Claire Nivola. (RI.2.1, RI.2.7, SL.2.1) For more, see “Geography: Land and People,” a [Massachusetts Model Curriculum Unit](http://www.doe.mass.edu/frameworks/mcu/).* | **7.** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| **8.** Identify the reasons an author gives to support points in a text. | **8.** Describe how reasons support specific points the author makes in a text. | **8.** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| **9.** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | **9.** Compare and contrast the most important points presented by two texts on the same topic. | **9.** Compare and contrast the most important points and key details presented in two texts on the same topic. |
| *Range of Reading and Level of Text Complexity* | | |
| **10.** Independently and proficiently read and comprehend informational texts exhibiting complexity appropriate for at least grade 1. (See pages X–X for more on qualitative and quantitative dimensions of text complexity.) | **10.** Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. (See pages X–X for more on qualitative and quantitative dimensions of text complexity.) | **10.** Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3. (See pages X–X for more on qualitative and quantitative dimensions of text complexity.) |

Reading Standards for Informational Text Pre-K–5 [RI]

| **Grade 4 students:** | **Grade 5 students:** |
| --- | --- |
| *Key Ideas and Details* | |
| 1. Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text. | 1. Quote accurately from a text when explaining what the text states explicitly and when drawing inferences from the text. |
| 1. Determine the main idea of a text and explain how it is supported by key details; summarize a text.   *For example,*  *Students read parts of* I, Columbus, *a retelling of entries from Columbus’s journal of 1492-93 by Peter and Connie Roop. In pairs, they summarize important facts about Columbus’s voyage, arrival, search for gold, failure to understand the treasures on the islands, and return to Spain. They use what they have learned to write reports, which they display in the library. (RI.4.2, W.4.2, W.4.4)* | 1. Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text; paraphrase key sections of a text. (See grade 5 Writing standard 8 for more on summarizing and paraphrasing.) |
| 1. Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text. | 1. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.   *For example,*  *In a social studies unit, students examine the expedition of Lewis and Clark. They analyze primary and secondary sources to determine the historical importance of the journey of the Corps of Discovery, and to build understanding that there can be multiple perspectives on historical events. (RI.5.3, RI.5.6, RI.5.7) For more, see “Perspectives on the Lewis and Clark Expedition,” a [Massachusetts Model Curriculum Unit](http://www.doe.mass.edu/frameworks/mcu/).* |
| *Craft and Structure* | |
| 1. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. (See grade 4 Language standards 4–6 on applying knowledge of vocabulary to reading.) | 1. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. (See grade 5 Language standards 4–6 on applying knowledge of vocabulary to reading.) |
| 1. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | 1. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. |
| 1. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | 1. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. |
| *Integration of Knowledge and Ideas* | |
| 1. Interpret information presented in diverse formats and media (e.g., charts, graphs, diagrams, time lines, animations, interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | 1. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| 1. Explain how an author uses reasons and evidence to support particular points in a text. | 1. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| 1. Integrate information from two texts on the same topic in order to write or speak knowledgeably about the subject. | 1. Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject. |

Reading Standards for Informational Text Pre-K–5 [RI]

| **Grade 4 students:** | **Grade 5 students:** |
| --- | --- |
| *Range of Reading and Level of Text Complexity* | |
| 1. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4. (See pages X–X for more on qualitative and quantitative dimensions of text complexity.) | 1. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5. (See pages X–X for more on qualitative and quantitative dimensions of text complexity.). |

Reading Standards: Foundational Skills Pre-K–5 [RF]

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. A research- and evidence-based scope and sequence for phonological and phonics development and the complete range of foundational skills are not ends in and of themselves. They are necessary and important components of an effective, comprehensive reading curriculum designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: as students become skilled readers, they will need much less practice with these concepts. Struggling readers may need more or different kinds of practice. 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 pre-kindergarten and kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.***

|  |  |  |
| --- | --- | --- |
| **Pre-Kindergartners**  **(older 4-year-olds to younger 5-year-olds):** | **Kindergartners:** | **Grade 1 students:** |
| *Print Concepts* | | |
| **1.** Demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet.  a. Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back.  b. (Begins in kindergarten or when the individual child is ready)  c. (Begins in kindergarten or when the individual child is ready)  d. Recognize and name some uppercase letters of the alphabet and the lowercase letters in their own name. | **1.** Demonstrate understanding of the organization and basic features of print.  a. Follow words from left to right, top to bottom, and page by page.  b. Recognize that spoken words are represented in written language by specific sequences of letters.  c. Understand that words are separated by spaces in print.  d. Recognize and name all upper- and lowercase letters of the alphabet. | **1.** Demonstrate understanding of the organization and basic features of print.  a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| *Phonological Awareness* | | |
| **2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  a. Recognize and produce rhyming words (e.g., identify words that rhyme with */cat/* such as */bat/* and */sat/*).  b. Segment words in a simple sentence by clapping and naming the number of words in the sentence.  c. Identify the initial sound of a spoken word and generate several other words that have the same initial sound.  d. (Begins in kindergarten or when the individual child is ready)  e. (Begins in kindergarten or when the individual child is ready) | **2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  a. Recognize and produce rhyming words.  b. Count, pronounce, blend, and segment syllables in spoken words.  c. Blend and segment onsets and rimes of single-syllable spoken words.  d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.\* (This does not include CVCs ending with /l/, /r/, or /x/.)  e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | **2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  a. Distinguish long from short vowel sounds in spoken single-syllable words.  b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |

\*Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Reading Standards: Foundational Skills Pre-K–5 [RF]

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

|  |  |  |
| --- | --- | --- |
| **Pre-Kindergartners**  **(older 4-year-olds to younger 5-year-olds):** | **Kindergartners:** | **Grade 1 students:** |
| *Phonics and Word Recognition* | | |
| **3.** Demonstrate beginning understanding of phonics and word analysis skills.  a. Link an initial sound to a picture of an object that begins with that sound and to the corresponding printed letter (e.g., link the initial sound */b/* to a picture of a ball and, with support, to a printed or written “B”).  b. (Begins in kindergarten or when the individual child is ready)  c. Recognize their own name and familiar common signs and labels (e.g., STOP).  d. (Begins in kindergarten or when the individual child is ready) | **3.** Know and apply grade-level phonics and word analysis skills in decoding words.  a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound 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. | **3.** Know and apply grade-level phonics and word analysis skills in decoding words.  a. Know the spelling-sound correspondences for common consonant digraphs.  b. Decode regularly spelled one-syllable words.  c. Know final *-e* and common vowel team conventions for representing long vowel sounds.  d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  e. Decode two-syllable words following basic patterns by breaking the words into syllables.  f. Read words with inflectional endings.  g. Recognize and read grade-appropriate irregularly spelled words. |
| *Fluency* | | |
| **4.** (Begins in kindergarten or when the individual child is ready) | **4.** Read early-emergent-reader texts with purpose and understanding. | **4.** Read with sufficient accuracy and fluency to support comprehension.  a. Read grade-level text with purpose and understanding.  b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

Reading Standards: Foundational Skills Pre-K–5 [RF]

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade 2 students:** | **Grade 3 students:** | **Grade 4 students:** | **Grade 5 students:** |
| *Phonics and Word Recognition* | | | |
| **3.** Know and apply grade-level phonics and word analysis skills in decoding words.  a. Distinguish long and short vowels when reading regularly spelled one-syllable words.  b. Know spelling-sound correspondences for additional common vowel teams.  c. Decode regularly spelled two-syllable words with long vowels.  d. Decode words with common prefixes and suffixes.  e. Identify words with inconsistent but common spelling-sound correspondences.  f. Recognize and read grade-appropriate irregularly spelled words. | **3.** Know and apply grade-level phonics and word analysis skills in decoding words.  a. Identify and know the meaning of the most common prefixes and derivational suffixes.  b. Decode words with common Latin suffixes.  c. Decode multisyllable words.  d. Read grade-appropriate irregularly spelled words. | **3.** Know and apply grade-level phonics and word analysis skills in decoding words.  a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | **3.** Know and apply grade-level phonics and word analysis skills in decoding words.  a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| *Fluency* | | | |
| **4.** Read with sufficient accuracy and fluency to support comprehension.  a. Read grade-level text with purpose and understanding.  b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **4.** Read with sufficient accuracy and fluency to support comprehension.  a. Read grade-level text with purpose and understanding.  b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **4.** Read with sufficient accuracy and fluency to support comprehension.  a. Read grade-level text with purpose and understanding.  b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **4.** Read with sufficient accuracy and fluency to support comprehension.  a. Read grade-level text with purpose and understanding.  b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

**College and Career Readiness Anchor Standards for Writing**

The pre-K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Note on range and content  
of student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn

to appreciate that a key purpose of writing is

to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research and to respond analytically to literary and

informational sources. To meet these goals, students must devote significant time and

effort to writing, producing numerous pieces over short and extended time frames throughout the year.

.

*Text Types and Purposes*

**1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**3.** Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

*Production and Distribution of Writing*

**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**6.** Use technology to produce and publish writing and to interact and collaborate with others.

*Research to Build and Present Knowledge*

**7.** Conduct research based on focused questions, demonstrating understanding of the subject under investigation.

**8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

*Range of Writing*

**10.** Write routinely in a variety of genres over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Writing Standards Pre-K–5 [W]

The following standards for pre-K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *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.*The expected growth in student writing ability is reflected both in the standards themselves and in the collections of annotated student writing samples in [Appendix C of the](http://www.corestandards.org/assets/Appendix_C.pdf) *[Common Core State Standards](http://www.corestandards.org/assets/Appendix_C.pdf)* and the [Massachusetts Writing Standards in Action Project](http://www.doe.mass.edu/frameworks/ela/wsa/).

| **Pre-Kindergartners (older 4-year-olds to younger 5-year-olds):** | **Kindergartners:** |
| --- | --- |
| *Text Types and Purposes* | |
| ***Note:*** The intent of Writing standards 1–3 is to ensure flexibility, not rigidity, in student writing. Many effective pieces of writing blend elements of more than one text type in service of a single purpose: for example, an argument may rely on anecdotal evidence, a short story may function to explain some phenomenon, or a literary analysis may use explication to develop an argument. In addition, each of the three types of writing is itself a broad category encompassing a variety of texts: for example, narrative poems, short stories, and memoirs represent three distinct forms of narrative writing. To develop flexibility and nuance in their own writing, students need to engage with a wide range of complex model texts (see see Reading Literature standard 10 and Reading Informational Text standard 10) and study authors who have written successfully across genres (see Literary Heritage appendices on page X). | |
| **1.** Dictate words to express a preference or opinion about a topic (e.g., “I would like to go to the fire station to see the truck and meet the firemen.”). | **1.** Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is* . . .). |
| **2.** Use a combination of dictating and drawing to supply information about a topic.  *For example,*  *Students draw pictures to show how they planted tulip bulbs in the school garden in the fall. They dictate words and sentences about the soil in the garden, the tools they used, and what the bulbs will become in the spring. (W.PK.2)* | **2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic. |
| **3.** Use a combination of dictating and drawing to tell a story. | **3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the event(s) chronologically, and provide a reaction to what happened.  *For example,*  *Students write, dictate, and illustrate a narrative of the field trip they took to a zoo, museum, or nature center. (W.K.3)* |
| *Production and Distribution of Writing* | |
| **4.** (Begins in grade 1) | **4.** (Begins in grade 1) |
| **5.** (Begins in kindergarten or when the individual child is ready) | **5.** Respond to questions and suggestions from peers and add details to strengthen writing as needed.  a. (Begins in grade 3)  b. Demonstrate the ability to use vocabulary appropriate for kindergarten (as described in kindergarten Language standards 4–6). |
| **6.** Recognize that digital tools (e.g., computers, mobile phones, cameras) are used for communication and use them to convey messages in pictures and/or words. | **6.** Explore a variety of digital tools to produce and publish writing, including in collaboration with peers. |

Writing Standards Pre-K–5 [W]

| **Pre-Kindergartners (older 4-year-olds to younger 5-year-olds):** | **Kindergartners:** |
| --- | --- |
| *Research to Build and Present Knowledge* | |
| **7.** (Begins in kindergarten or when the individual child is ready) | **7.** Participate in shared research and writing (e.g., explore a number of books by a favorite author and express opinions about them). |
| **8.** (Begins in kindergarten or when the individual child is ready) | **8.** Recall information from experiences or gather information from provided sources to answer a question. |
| **9.** (Begins in grade 4) | **9.** (Begins in grade 4) |
| *Range of Writing* | |
| **10.** (Begins in kindergarten or when the individual child is ready) | **10.** Write or dictate writing routinely in a variety of genres (e.g., poems, stories, lists) for a range of tasks, purposes, and audiences. |

Writing Standards Pre-K–5 [W]

|  |  |  |
| --- | --- | --- |
| **Grade 1 students:** | **Grade 2 students:** | **Grade 3 students:** |
| *Text Types and Purposes* | | |
| ***Note:*** The intent of Writing standards 1–3 is to ensure flexibility, not rigidity, in student writing. Many effective pieces of writing blend elements of more than one text type in service of a single purpose: for example, an argument may rely on anecdotal evidence, a short story may function to explain some phenomenon, or a literary analysis may use explication to develop an argument. In addition, each of the three types of writing is itself a broad category encompassing a variety of texts: for example, narrative poems, short stories, and memoirs represent three distinct forms of narrative writing. To develop flexibility and nuance in their own writing, students need to engage with a wide range of complex model texts (see Reading Literature standard 10 and Reading Informational Text standard 10) and study authors who have written successfully across genres (see Literary Heritage appendices on page X). | | | |
| **1.** Write opinion pieces that introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | **1.** Write opinion pieces that introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section. | **1.** Write opinion pieces on topics or texts, supporting an opinion with reasons.  a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.  b. Provide reasons that support the opinion.  c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.  d. Provide a concluding statement or section.  *For example,*  *As they study the colonial period in Massachusetts, students read and view print and digital resources on the colonists’ conflicting views about separating from Britain. Sources include* Liberty! How the Revolutionary War Began *by Lucille Recht Penner, the PBS website* History of US *based on Joy Hakim’s book series,* *and* Colonial Voices: Hear Them Speak*, a collection of primary sources by Kay Winter. Students choose a character from the period and write a letter from her point of view, giving an opinion and supporting either the revolutionary or the loyalist cause with reasons. (RI.3.6, RI.3.9, W.3.1). For more, see “Pre-Revolution Boston,” a [Massachusetts Model Curriculum Unit](http://www.doe.mass.edu/frameworks/mcu/).* |
| **2.** Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.  *For example,*  *In science, students explore sources of light and how light is important. They investigate how shadows are made and look at reflections using mirrors to redirect a light beam. They write and perform skits to explain what they have learned about the interaction of light and materials. (W.1.2, W.1.8, Science standards) For more, see “Light and Shadow,” a [Massachusetts Model Curriculum Unit](http://www.doe.mass.edu/frameworks/mcu/).* | **2.** Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | **2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  b. Develop the topic with facts, definitions, and details.  c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.  d. Provide a concluding statement or section. |

Writing Standards Pre-K–5 [W]

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade 1 students:** | | | **Grade 2 students:** | | **Grade 3 students:** | |
| *Text Types and Purposes (continued)* | | | | | |
| **3.** Write narratives that recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal order, and provide some sense of closure. | | **3.** Write narratives that recount a well-elaborated event or short sequence of events; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order; and provide a sense of closure.  *For example,*  *Students learn about the job of a reporter and news reporting in print and online journalism. They learn to read, analyze, and evaluate models of narrative news reporting and write their own news stories using what they have learned from the models. (W.2.1, W.2.3) For more, see “Newspaper Reporting,” a [Massachusetts Model Curriculum Unit](http://www.doe.mass.edu/frameworks/mcu/).* | | **3.** Write narratives to develop \_ experiences or events using effective literary techniques, descriptive details, and clear sequences.  a. Establish a situation and introduce a narrator and/or characters; organize an appropriate narrative sequence.  b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  c. Incorporate figurative language and the sounds of words (e.g., using alliteration, onomatopoeia, or rhyme) as key elements.  d. Use temporal words and phrases to signal order.  e. Provide a sense of closure. | |
| *Production and Distribution of Writing* | | | | | | |
| **4.**  Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | **4.**  Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | | | **4.** Produce\_ writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | |
| **5.** Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  a. (Begins in grade 3)  b. Demonstrate the ability to choose and use appropriate vocabulary (as described in Language standards 4–6 up to and including grade 1). | **5.** Focus on a topic and strengthen writing as needed by revising and editing.  a. (Begins in grade 3)  b. Demonstrate the ability to choose and use appropriate vocabulary (as described in Language standards 4–6 up to and including grade 2). | | | | **5.** \_Develop and strengthen writing as needed by planning, revising, and editing.  a. Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grade 3).  b. Demonstrate the ability to choose and use appropriate vocabulary (as described in Language standards 4–6 up to and including grade 3). | |
| **6.** Use a variety of digital tools to produce and publish writing, including in collaboration with peers. | **6.** Use a variety of digital tools to produce and publish writing, including in collaboration with peers. | | | | **6.** Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | |

Writing Standards Pre-K–5 [W]

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade 1 students:** | | **Grade 2 students:** | **Grade 3 students:** |
| *Research to Build and Present Knowledge* | | | |
| **7.** Participate in shared research and writing­ (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). | **7.** Participate in shared research and writing (e.g., read a number of books on a single topic to produce a report; record science observations).  *For example,*  *Students read biographies of people who have made a difference in the world. They conduct research and write new or updated biographies of subjects of their choosing. (RI.2.2, RI.2.3, W.2.2, W.2.7) For more, see “Biography,” a [Massachusetts Model Curriculum Unit](http://www.doe.mass.edu/frameworks/mcu/).* | | **7.** Conduct research to build knowledge about a topic. |
| **8.** Recall information from experiences or gather information from provided sources to answer a question. | **8.** Recall information from experiences or gather information from provided sources to answer a question. | | **8.** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| **9.** (Begins in grade 4) | **9.** (Begins in grade 4) | | **9.** (Begins in grade 4) |
| *Range of Writing* | | | |
| **10.** Write routinely in a variety of genres (e.g., poems, stories, lists) for a range of tasks, purposes, and audiences. | **10.** Write routinely in a variety of genres (e.g., letters, poems, notes) for a range of tasks, purposes, and audiences. | | **10.** Write routinely in a variety of genres (e.g., letters, poems, notes) over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

Writing Standards Pre-K–5 [W]

| **Grade 4 students:** | **Grade 5 students:** |
| --- | --- |
| *Text Types and Purposes* | |
| ***Note:*** The intent of Writing standards 1–3 is to ensure flexibility, not rigidity, in student writing. Many effective pieces of writing blend elements of more than one text type in service of a single purpose: for example, an argument may rely on anecdotal evidence, a short story may function to explain some phenomenon, or a literary analysis may use explication to develop an argument. In addition, each of the three types of writing is itself a broad category encompassing a variety of texts: for example, narrative poems, short stories, and memoirs represent three distinct forms of narrative writing. To develop flexibility and nuance in their own writing, students need to engage with a wide range of complex model texts (see Reading Literature standard 10 and Reading Informational Text standard 10) and study authors who have written successfully across genres (see Literary Heritage appendices on page X). | |
| **1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped in paragraphs and sections to support the writer’s purpose.  b. Provide reasons that are supported by facts and details.  c. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to, in addition*).  d. Provide a concluding statement or section related to the opinion presented. | **1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer’s purpose.  b. Provide logically ordered reasons that are supported by facts and details.  c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).  d. Provide a concluding statement or section related to the opinion presented. |
| **2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  a. Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Provide a concluding statement or section related to the information or explanation presented. | **2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  a. Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Provide a concluding statement or section related to the information or explanation presented. |
| **3.** Write narratives to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.  a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an appropriate narrative sequence.  b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.  c. Use a variety of transitional words and phrases to manage sequence.  d. Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences and events precisely.  e. Provide a conclusion that follows from the narrated experiences or events. | **3.** Write narratives to develop experiences or events using effective literary techniques, descriptive details, and clear sequences­.  a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an appropriate narrative sequence.  b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.  c. Use a variety of transitional words, phrases, and clauses to manage sequence.  d. Use concrete words and phrases and sensory details to convey experiences and events precisely.  e. Draw on characteristics of traditional or modern genres such as tall tales, myths, mysteries, fantasies, and historical fiction.  f. Provide a conclusion that follows from the narrated experiences or events. |
| *Production and Distribution of Writing* | |
| **4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | **4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| **5.** Develop and strengthen writing as needed by planning, revising, and editing.  a. Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grade 4).  b. Demonstrate the ability to select accurate and/or expressive vocabulary (as described in Language standards 4–6 up to and including grade 4). | **5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  a. Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grade 5).  b. Demonstrate the ability to select accurate and/or expressive vocabulary (as described in Language standards 4–6 up to and including grade 5). |
| **6.** Use technology, including current Web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | **6.** Use technology, including current Web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| *Research to Build and Present Knowledge* | |
| **7.** Conduct research that builds knowledge through investigation of different aspects of a topic. | **7.** Conduct research that uses several sources to build knowledge through investigation of different aspects of a topic. |
| **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. | **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. |
| **9.** Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed. | **9.** Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed. |
| *Range of Writing* | |
| **10.** Write routinely in a variety of genres (e.g., poems, scripts, reports) over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | **10.** Write routinely in a variety of genres (e.g., poems, scripts, reports) over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

**College and Career Readiness Anchor Standards**

Note on range and content  
of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

**for Speaking and Listening**

The pre-K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

*Comprehension and Collaboration*

**1.** 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.

**2.** Integrate and evaluate information presented in diverse media and formats. **3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

*Presentation of Knowledge and Ideas*

**4.** Present information, findings, and supporting evidence such that

* listeners can follow the line of reasoning and
* the organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

**5.** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Speaking and Listening Standards Pre-K–5 [SL]

The following standards for pre-K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *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.*

|  |  |
| --- | --- |
| **Pre-Kindergartners (older 4-year-olds to younger 5-year-olds):** | **Kindergartners:** |
| *Comprehension and Collaboration* | |
| **1.** Participate in collaborative conversations with diverse partners during daily routines and play.  a. Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer, gaining the floor in appropriate ways).  b. Continue a conversation through multiple exchanges.  *For example,*  *Students practice holding conversations with one another when they are playing being shopkeepers and customers in a store, when they are getting ready for snack time, when they are counting blocks, or when they are in a circle discussing which books they liked the best that day at school. (SL.PK.1)* | **1.** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.  a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  b. Continue a conversation through multiple exchanges. |
| **2.** Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests). | **2.** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |
| **3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | **3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| *Presentation of Knowledge and Ideas* | |
| **4.** Describe personal experiences; tell stories. | **4.** Describe familiar people, places, things, and events and provide additional detail. |
| **5.** Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, clay models) and explain them to others. | **5.** Add drawings or other visual displays to descriptions as desired to provide additional detail. |
| **6.** Speak audibly and express thoughts, feelings, and ideas. | **6.** Speak audibly and express thoughts, feelings, and ideas clearly.  *For example,*  *Pairs of students make audio recordings of poems in which each child speaks alternate lines or verses. They listen to the recordings and decide whether both voices are clear, sufficiently loud, and easy to understand. (SL.K.6)* |

Speaking and Listening Standards Pre-K–5 [SL]

|  |  |  |
| --- | --- | --- |
| **Grade 1 students:** | **Grade 2 students:** | **Grade 3 students:** |
| *Comprehension and Collaboration* | | |
| **1.** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.  a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  c. Ask questions to clear up any confusion about the topics and texts under discussion.  *For example,*  *Students explore the theme, “A true friend helps us when we are in trouble” in poems, pictures, and stories and discuss the examples in small groups, where they practice listening and building on one another’s ideas. (RL.1.2, SL.1.1)* | **1.** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.  a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  b. Build on others’ talk in conversations by linking their comments to the remarks of others.  c. Ask for clarification and further explanation as needed about the topics and texts under discussion.  *For example,*  *Students working in a group studying community helpers make a list of people they know and could interview. Building on one another’s knowledge, they decide whom they wish to invite to class to discuss the work they do. (SL.2.1)* | **1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics* *and texts*,building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature standard 1 and Reading Informational Text standard 1 for specific expectations regarding the use of textual evidence.)  b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  d. Explain their own ideas and understanding in light of the discussion. |
| **2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | **2.** Retell or describe key ideas or details from a text read aloud or information presented orally or through other media. | **2.** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats. |
| **3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | **3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | **3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |

Speaking and Listening Standards Pre-K–5 [SL]

|  |  |  |
| --- | --- | --- |
| **Grade 1 students:** | **Grade 2 students:** | **Grade 3 students:** |
| *Presentation of Knowledge and Ideas* | | |
| **4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary. (See grade 1 Language standards 4–6 for specific expectations regarding vocabulary.) | **4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences and using appropriate vocabulary. (See grade 2 Language standards 4–6 for specific expectations regarding vocabulary.) | **4.** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language standards 4–6 for specific expectations regarding vocabulary.)  *For example,*  *In a science and literacy unit, students study weather and weather-related hazards. The unit focuses on developing general academic and science-specific vocabulary using books such as* Inside Weather *by Mary Kay Carson*, Weather Words and What They Mean *by Gail Gibbons,* and Extreme Weather *by Michael Mogil and Barbara Levine. Students generate questions, conduct research, and analyze weather data from their own observations. They write up their findings and present them in oral reports. (W.3.7, SL.3.4, L.3.6) For more, see “Extreme Weather,” a [Massachusetts Model Curriculum Unit](http://www.doe.mass.edu/frameworks/mcu/).* |
| **5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | **5.** Create audio recordings of stories or poems; add drawings or other visual displays to stories or descriptions of experiences when appropriate to clarify ideas, thoughts, and feelings. | **5.** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. |
| **6.** Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.) | **6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.) | **6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) |

Speaking and Listening Standards Pre-K–5 [SL]

|  |  |
| --- | --- |
| **Grade 4 students:** | **Grade 5 students:** |
| *Comprehension and Collaboration* | |
| **1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature standard 1 and Reading Informational Text standard 1 for specific expectations regarding the use of textual evidence.)  b. Follow agreed-upon rules for discussions and carry out assigned roles.  c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.  d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  *For example,*  *In literature discussion groups, individual students take on the roles of leader, scribe, and reporter as they discuss questions about theme they have generated in preparation for a report to the class. (RL.4.2, SL.4.1)* | **1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*,building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature standard 1 and Reading Informational Text standard 1 for specific expectations regarding the use of textual evidence.)  b. Follow agreed-upon rules for discussions and carry out assigned roles.  c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |
| **2.** Paraphrase portions of a written text read aloud or information presented in diverse media and formats.. | **2.** Summarize a written text read aloud or information presented in diverse media and formats., |
| **3.** Identify the reasons and evidence a speaker provides to support particular points. | **3.** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.  *For example,*  *Students listen to a podcast by a researcher about the decline in the bat population in the United States and compare her information to a map of bat populations in the US over a ten-year period produced by the U.S. Geological Services. They summarize the information from both sources and explain whether the two sources agree or disagree and how each used supporting evidence. (RI.5.8, RI.5.9, SL.5.2, SL.5.3)* |
| *Presentation of Knowledge and Ideas* | |
| **4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary. (See grade 4 Language standards 4–6 for specific expectations regarding vocabulary.) | **4.** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary. (See grade 5 Language standards 4–6 for specific expectations regarding vocabulary.) |
| **5.** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | **5.** Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. |
| **6.** Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.) | **6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) |

**College and Career Readiness Anchor Standards for Language**

Note on range and content  
of student language use

To build a foundation for college and career readiness, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

The pre-K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

*Conventions of Standard English*

**1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

*Knowledge of Language*

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

*Vocabulary Acquisition and Use*

**4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

**6.** Acquire and use accurately and expressively a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

Language Standards Pre-K–5 [L]

The following standards for grades pre-K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *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*. *For example, though sentence fragments may receive the most attention in grade 4, more nuanced discussions of the topic should develop throughout the later grades as students continue to analyze speakers’ and authors’ sentence structure, vary syntax for effect in their own speaking and writing, and more.*

| **Pre-Kindergartners (older 4-year-olds to younger 5-year-olds):** | **Kindergartners:** |
| --- | --- |
| *Conventions of Standard English* | |
| **1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  *Sentence Structure and Meaning*  a. Demonstrate the ability to speak in complete sentences and to form questions using frequently occurring nouns, verbs, question words, and prepositions.  *For example,*  *A student uses full sentences to tell the class about her new puppy, including how she played with the puppy, where he likes to sleep, and what he eats. (SL.PK.4, L.PK.1)* | **1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.  *Sentence Structure and Meaning*  a. Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions.  b. Form questions that seek additional information, rather than a simple *yes/no* answer.  *Word Usage*  c. Form regular plural nouns orally by adding */s/* or */es/*.  *For example,*  *Students make an illustrated list of plural nouns that end just in “s”—cats, boats, car—and those that need “es”—classes, bushes, boxes. (W.K.10, L.K.1)* |
| **2.** (Begins in kindergarten) | **2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Print upper- and lowercase letters.  b. Capitalize the first word in a sentence and the pronoun *I*.  c. Recognize and name end punctuation.  d. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. |

Language Standards Pre-K–5 [L]

| **Pre-Kindergartners (older 4-year-olds to younger 5-year-olds):** | **Kindergartners:** |
| --- | --- |
| *Knowledge of Language* | |
| **3.** (Begins in grade 2) | **3.** (Begins in grade 2) |
| *Vocabulary Acquisition and Use* | |
| **4.** Ask and answer questions about the meanings of new words and phrases introduced through books, activities, and play.  a. Generate words that are similar in meaning (e.g., *happy/glad, angry/mad*).  ­ | **4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.  a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).  . |
| **5.** Explore word relationships and nuances in word meanings.  a. Demonstrate understanding of concepts by sorting common objects into categories (e.g., sort objects by color, shape, or texture).  b. (Begins in kindergarten)  c. Apply words learned in classroom activities to real-life examples (e.g., name places in school that are *fun, quiet,* or *noisy*).  d. (Begins in kindergarten) | **5.** Explore word relationships and nuances in word meanings.  a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.  b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).  c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).  d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings. |
| **6.** Use words and phrases acquired through conversations, listening to books read aloud, activities, and play. | **6.** Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.  a. Understand and use vocabulary from the Reading Literature standards for kindergarten (e.g., *story, poem, author, illustrator*) to talk and write about literary texts. [Note: Students are expected to use the terms in the context of reading, writing, speaking, and listening; they are not expected to define the terms in isolation.] |

Language Standards Pre-K–5 [L]

|  |  |  |
| --- | --- | --- |
| **Grade 1 students:** | **Grade 2 students:** | **Grade 3 students:** |
| *Conventions of Standard English* | | |
| **1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.  *Sentence Structure and Meaning*  a. Produce and expand simple and compound sentences.  b. Demonstrate understanding that a question is a type of sentence.  c. Use singular and plural nouns with matching verbs in sentences.  d. Use verbs in sentences to convey a sense of past, present, and future.  *Word Usage*  e. Use common, proper, and possessive nouns.  f. Use personal, possessive, and indefinite pronouns.  g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles. | **1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.  *Sentence Structure and Meaning*  a. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences and choose among sentence types depending on the meaning to be conveyed.  b. Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.  *Word Usage*  c. Use collective nouns and frequently occurring irregular plural nouns.  d. Use reflexive pronouns.  e. Form and use the past tense of frequently occurring irregular verbs. | **1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  *Sentence Structure and Meaning*  a. Produce, expand, and rearrange complete simple, compound, and complex sentences.  b. Ensure subject-verb and pronoun-antecedent agreement.\*  c. Use verbs in the present, past, and future tenses and choose among them depending on the overall meaning of the sentence.  d. Use coordinating and subordinating conjunctions and choose between them depending on the overall meaning of the sentence.  e. Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.  *Word Usage*  f. Use abstract nouns.  g. Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs. |

Language Standards Pre-K–5 [L]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade 1 students:** | **Grade 2 students:** | | **Grade 3 students:** | |
| *Conventions of Standard English (continued)* | | | | |
| **2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Print legibly all upper- and lower-case letters.  c. Capitalize the names of months and names of people.  d. Use commas in dates and to separate individual words in a series.  e. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | **2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Print upper- and lowercase letters legibly and fluently.  b. Capitalize holidays, product names, and geographic names.  c. Use commas in greetings and closings of letters.  d. Use an apostrophe to form contractions and frequently occurring possessives.  e. Generalize learned spelling patterns when writing words (e.g., *cage → badge*; *boy → boil*).  f. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | | **2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Write legibly by hand, using either printing or cursive handwriting.  b. Capitalize appropriate words in titles.  c. Use commas in addresses.  d. Use commas and quotation marks in dialogue.  e. Form and use possessives.  f. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).  g. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  h. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | |
| *Knowledge of Language* | | | | |
| **3.** (Begins in grade 2) | | 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Compare formal and informal uses of English. | | **3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Choose words and phrases for effect.\*  b. Recognize and observe differences between the conventions of spoken and written English. |

\* These skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. See the table on page X*.*

Language Standards Pre-K–5 [L]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade 1 students:** | **Grade 2 students:** | | **Grade 3 students:** | |
| *Vocabulary Acquisition and Use* | | | | |
| **4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.  a. Use sentence-level context as a clue to the meaning of a word or phrase.  b. Use frequently occurring affixes as a clue to the meaning of a word.  c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*). | | **4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.  a. Use sentence-level context as a clue to the meaning of a word or phrase.  b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy*/*unhappy*, *tell*/*retell*).  c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).  d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).  e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.  f. Recognize and use appropriately abbreviations related to grade-level content or commonly used in everyday life (e.g., *Dr., St., MA, p.m.*)  g. Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., *+, -, $, ¢*)*.* | | **4.** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.  a. Use sentence-level context as a clue to the meaning of a word or phrase.  b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable*/*disagreeable*, *comfortable*/*uncomfortable*, *care*/*careless*, *heat*/*preheat*).  c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).  d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.  e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., *kg., cm., N, S. E, W*).  f. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., *x, ÷, <, >*) |
| **5.** Explore word relationships and nuances in word meanings.  a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.  b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).  c, Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).  d. Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings. | | **5.** Demonstrate understanding of word relationships and nuances in word meanings.  a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).  b. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny,* *scrawny*). | | **5.** Demonstrate understanding of word relationships and nuances in word meanings.  a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).  b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).  c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*). |

Language Standards Pre-K–5 [L]

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| **Grade 1 students:** | **Grade 2 students:** | **Grade 3 students:** |
| *Vocabulary Acquisition and Use (continued)* | | |
| **6.** Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., *because*) to signal simple relationships. (See grade 1 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)  a. Understand and use vocabulary from the Reading Literature standards up to and including grade 1 (e.g., *character, setting, illustration*) to talk and write about literary texts. [Note: Students are expected to use the terms in the context of reading, writing, speaking, and listening; they are not expected to define the terms in isolation.]  *For example,*  *Building on their knowledge of literary terms from kindergarten, students explain to their families that a fairy tale is a kind of story with special characters. When they go to the public library, they select books that are fairy tales, folktales, realistic stories, or informational books and show their families how they can tell who is the author or illustrator of a book. (RL.1.5, SL.1.4, L.1.6)* | **6.** Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.  . (See grade 2 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)  a. Understand and use vocabulary from the Reading Literature standards up to and including grade 2 (e.g., *moral, dialogue, rhyme, rhythm, repetition, plot*) to talk and write about literary texts. [Note: Students are expected to use the terms in the context of reading, writing, speaking, and listening; they are not expected to define the terms in isolation.]  *For example,*  *In art class, students learn about line, shape, and color as they create two-dimensional prints representing a cityscape. They learn that certain concepts, such as pattern and repetition, can have similar, yet somewhat different meanings when applied to art, math, and literature. They also learn that some terms, such as “warm and cool colors” belong just to the domain of visual arts. When they display their work, students describe their knowledge and personal experiences about their work on the unit. (W.2.2, SL.2.4, L.2.6, Arts standards) For more, see “Elements of Cityscapes: Line, Shape, and Color,” a [Massachusetts Model Curriculum Unit](http://www.doe.mass.edu/frameworks/mcu/).* | **6.** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. (See grade 3 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)  a. Understand and use vocabulary from the Reading Literature standards up to and including grade 3 (e.g., *fable, folktale, myth, drama, narrator, mood, theme*) to talk and write about literary texts. [Note: Students are expected to use the terms in the context of reading, writing, speaking, and listening; they are not expected to define the terms in isolation.] |

Language Standards Pre-K–5 [L]

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| **Grade 4 students:** | **Grade 5 students:** |
| *Conventions of Standard English* | |
| **1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  *Sentence Structure and Meaning*  a. Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.\*  b. Correctly use frequently confused written words (e.g., *their/there*).  c. Use helping verbs, also known as auxiliaries (e.g., *can, may, might, should*), to convey various conditions of possibility, likelihood, obligation, or permission, choosing among helping verbs depending on the overall meaning of the sentence.  d. Use relative pronouns and relative adverbs to add more information about a noun or verb used in a sentence.  e. Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.  *Word Usage*  f. Form and use progressive verb tenses. | **1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  *Sentence Structure and Meaning*  a. Use verb tense to convey various times, sequences, states, and conditions, choosing among verb tenses depending on the overall meaning of the sentence.  b. Recognize and correct inappropriate shifts in verb tense.\*  c. Use active and passive verbs, choosing between them depending on the overall meaning of the sentence.  *Word Usage*  d. Form and use perfect verb tenses. |

\* These skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. See the table on page X*.*

Language Standards Pre-K–5 [L]

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| --- | --- |
| **Grade 4 students:** | **Grade 5 students:** |
| *Conventions of Standard English (continued)* | |
| **2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Write legibly by hand, using either printing or cursive handwriting; write one's own given name signature in cursive.  b. Use correct capitalization.  c. Use commas and quotation marks to mark direct speech and quotations from a text.  d. Use a comma before a coordinating conjunction in a compound sentence.  e. Spell grade-appropriate words correctly, consulting references as needed. | **2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a.Write legibly by hand, using either print or cursive handwriting; write their own given and family name signature in cursive.  b. Use punctuation to separate items in a series.\*  c. Use a comma to separate an introductory element from the rest of the sentence.  d. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It’s true, isn’t it?*), and to indicate direct address (e.g., *Is that you, Steve?*).  e. Use underlining, quotation marks, or italics to indicate titles of works.  f. Spell grade-appropriate words correctly, consulting references as needed. |
| *Knowledge of Language* | |
| **3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Choose words and phrases to convey ideas precisely.\*  b. Choose punctuation for effect.  c. Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion). | **3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.\*  b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.  *For example,*  *Students read Ernest Lawrence Thayer’s poem “Casey at the Bat” and point out lines in the poem that use the informal slang of baseball and lines that use standard English. They discuss what Thayer’s use of language reveals about the characters in the poem, how the language and rhythm build suspense, and how the final stanza shows the crowd’s emotion as the game comes to its climax. (RL.5.5, SL.5.1, L.5.3,)* |

\* These skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. See the table on page X*.*

Language Standards Pre-K–5 [L]

|  |  |
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| **Grade 4 students:** | **Grade 5 students:** |
| *Vocabulary Acquisition and Use* | |
| **4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.  a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.  d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., *hr., min., B.C.E., C.E.*).  e. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., *&, @, °, \**). | **4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.  a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.  d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including those derived from words or phrases in other languages (e.g., *i.e., lb., oz., etc.*).  e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including those with multiple meanings (e.g., parentheses in mathematics and in writing, # in various contexts). |
| **5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.  b. Recognize and explain the meaning of common idioms, adages, and proverbs.  *For example,*  *Students collect common idioms, proverbs, and figurative phrases in English from their reading and from interviewing their family members. They research the terms and create an illustrated dictionary that explains the meaning of sentences such as:*  *“It’s raining cats and dogs.”*  *“This only happens once in a blue moon.”*  *“My dad is a couch potato.”*  *“My sister was cool as a cucumber when she gave her report.”*  *“All that glitters is not gold.”*  *“Neither a borrower nor a lender be.” (W.4.7, L.4.5)*  c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). | **5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figurative language, including similes and metaphors, in context.  b. Recognize and explain the meaning of common idioms, adages, and proverbs.  c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |

Language Standards Pre-K–5 [L]

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| --- | --- |
| **Grade 4 students:** | **Grade 5 students:** |
| *Vocabulary Acquisition and Use (continued)* | |
| **6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being that are basic to a particular topic. (See grade 4 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)  a. Understand and use vocabulary from the Reading Literature standards up to and including grade 4 (e.g., *stanza, verse, cast of characters, stage directions, first person, third person*) to talk and write about literary texts. [Note: Students are expected to use the terms in the context of reading, writing, speaking, and listening; they are not expected to define the terms in isolation.] | **6**. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*). (See grade 5 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)  a. Understand and use vocabulary from the Reading Literature standards up to and including grade 5 (e.g., *speaker, figurative language, metaphor, simile, stanza, scene*) to talk and write about literary texts. [Note: Students are expected to use the terms in the context of reading, writing, speaking, and listening; they are not expected to define the terms in isolation.] |

**Key Cumulative Language Standards, Grades 3–12**

The Language Standards are designed to be cumulative, with students retaining skills acquired during the previous grades and acquiring new skills each year. The following skills, marked with an asterisk (\*) in Language standards 1–3, Standard English Conventions, are particularly likely to require continued attention through grade 12 as they are applied to increasingly sophisticated writing and speaking.

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| --- |
| **Key standards introduced in grade 3, with continued attention through grade 12** |
| **L.3.1b.** Ensure subject-verb and pronoun-antecedent agreement. |
| **L.3.3a.** Choose words and phrases for effect. |
| **Key standards introduced in grade 4, with continued attention through grade 12** |
| **L.4.1a.** Produce complete sentences, using knowledge of subject and predicate to recognize and correcting inappropriate fragments and run-ons. |
| **L.4.3a.** Choose words and phrases to convey ideas precisely. |
| **Key standards introduced in grade 5, with continued attention through grade 12** |
| **L.5.1b.** Recognize and correct inappropriate shifts in verb tense. |
| **L.5.2b.** Use punctuation to separate items in a series. |
| **L.5.3a.** Expand, combine, and reduce sentences for meaning, reader interest, and style. |
| **Key standards introduced in grade 6, with continued attention through grade 12** |
| **L.6.1c.** Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **L.6.2a.** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
| **L.6.3a.** Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **L.6.3b.** Recognize variations from standard English in writing and speaking, determine their effectiveness/appropriateness, and make changes as necessary. |
| **Key standards introduced in grade 7, with continued attention through grade 12** |
| **L.7.1b.** Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). |
| **L.7.1d.** Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.. |
| **Key standards introduced in grade 8, with continued attention through grade 12** |
| **L.8.1b.** Form and use verbs in the active and passive voices and in indicative, imperative, interrogative, conditional, and subjunctive mood to communicate a particular meaning. |
| **Key standards introduced in grade 9, with continued attention through grade 12** |
| **L.9-10.1c**. Use parallel structure as a technique for creating coherence in sentences, paragraphs, and larger pieces of writing. |
| **L.9**–**10.3b.** Revise and edit to decrease redundancy (ineffective repetition of ideas or details). |
| **Key standards introduced in grade 11, with continued attention through grade 12** |
| **L.11-12.3b.** Revise and edit to make text more concise and cohesive. |

**Standard 10: Range, Quality, and Complexity of Student Reading Pre-K–5**

Measuring Text Complexity: Three Factors

|  |  |
| --- | --- |
| **Three-part triangle representing the components of measuring  text complexity: quantitative evaluation, qualitative evaluation, and reader and task.** | **Qualitative evaluation of the text:** Levels ofMeaning and Knowledge Demands, Text Structure, Language Features, and Illustrations and Graphics  **Quantitative evaluation of the text:** Readability measures and other scores of text complexity  **Matching reader to text and task:** Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)  **Note:** More detailed information on qualitative measures of complexity for literary and informational texts is available in the charts on the following pages. Additional information on text complexity and how it is measured is contained in [Appendix A](http://www.corestandards.org/assets/Appendix_A.pdf) and the [Supplement](http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf) to Appendix A of the *Common Core State Standards*. |
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Range of Text Types for Pre-K–5

Students in pre-K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

|  |  |  |  |
| --- | --- | --- | --- |
| **Literature** | | | **Informational Text** |
| **Stories** | **Dramas** | **Poetry** | **Literary Nonfiction and Historical, Scientific, Mathematical, and Technical Texts** |
| Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth | Includes staged dialogue and brief familiar scenes | Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem | Includes biographies and autobiographies; books about history, social studies, science, mathematics, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics |

**Standard 10: Range, Quality, and Complexity of Student Reading Pre-K–5**

**Qualitative Analysis of Literary Texts**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Readily Accessible** | **Moderately Complex** | **Very Complex** |
| **Meaning and Knowledge Demands**  (Reading Standards  1–3, 7–9) | There is one level of meaning; theme is obvious and revealed early in the text.  The text explores a single theme related to everyday experience; if there are references or allusions to unfamiliar contexts, they are fully explained in the text. | There are multiple levels of meaning that are relatively easy to identify; theme is clear but may be conveyed with some subtlety.  The text explores several themes; it makes few references or allusions to other texts or cultural elements; the meaning of references or allusions may be partially explained in the text. | There are multiple layers of meaning that may be difficult to identify, separate, and interpret; theme is implicit, subtle, or ambiguous and may be revealed over the entirety of the text.  The text explores complex, sophisticated, or abstract themes; text is dependent on allusions to other texts or cultural references that are not explained and require prior knowledge, inference, or interpretation. |
| **Text Structure**  (Reading Standards  5–6) | Prose or poetry is organized clearly and/or chronologically, the events in a prose work are easy to predict because the narration is consistent throughout the work and the plot is linear; poetry has explicit and predictable structural elements. | Prose includes two or more story lines or has a plot that is somewhat difficult to predict (e.g., a non-linear plot) or has multiple narrators; poetry has some implicit or unpredictable structural elements. | Prose or poetry includes more intricate elements such as subplots, shifts in point of view, shifts in time, or non-standard text features. |
| **Language Features**  (Reading Standards 4–5) | Language is explicit and literal with mostly contemporary and familiar vocabulary; text uses mostly simple, compound, or complex sentences of moderate length; if dialogue is present, the speakers are clearly identified. | Language is often explicit and literal but includes academic, archaic, and other words with complex meaning (e.g., figurative language); text uses a variety of sentence structures and sentence lengths. | Language is generally complex, with abstract, figurative, or ironic language, and includes unfamiliar, academic, and/or archaic words; text uses a variety of sentence structures, including complex and compound-complex sentences with subordinate phrases and clauses. |
| **Illustrations and Graphics**  (Reading Standard 8) | Illustrations support analysis of the text by representing characters, settings and/or events as they are portrayed in words; graphics support analysis by focusing attention on the structure of the text. | Illustrations support analysis of the text by providing additional information consistent with how characters, settings, or events are portrayed in words; graphics support analysis by emphasizing titles, chapter headings, or key words and phrases. | If illustrations and graphics are present, the connection between them and written text may be abstract, subtle, ironic, and/or ambiguous. |
| Adapted from “Passage Selection Guidelines for the PARCC Mid-Year and Summative Assessments, Grades 3–11, in ELA/Literacy” (2012) | | | |

**Standard 10: Range, Quality, and Complexity of Student Reading Pre-K–5**

**Qualitative Analysis of Informational Texts**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Readily Accessible** | **Moderately Complex** | **Very Complex** |
| **Meaning and Knowledge Demands**  (Reading Standards 1–3, 7, 9) | The primary purpose of the text is clear, concrete, narrowly focused, and explicitly stated; the text has a single perspective.  The subject matter of the text relies on little or no discipline-specific knowledge; if there are references or allusions, they are fully explained in the text. Details may be presented as evidence to clarify ideas. | The primary purpose of the text is not explicitly stated, but is easy to infer based upon context or source; the text may include multiple perspectives.  The subject matter of the text involves some discipline-specific knowledge; the text makes some references or allusions to other texts or outside ideas; their meaning may be partially explained in context. In arguments, evidence in support of claims may be presented. | The text has multiple purposes and the primary purpose is subtle, intricate, and/or abstract.  The subject matter of the text relies on specialized, discipline-specific knowledge; the text makes many references or allusions to other texts that are unexplained and require inference. Claims counterclaims, and multiple examples of supporting evidence are presented in arguments. |
| **Text Structure**  (Reading Standards 5–6) | Connections among ideas, processes, and events are explicit and clear; organization is chronological, sequential, or easy to predict because it is linear. Text features help readers navigate content, but are not essential for understanding the text. | Connections among some ideas, processes, and events are implicit or subtle; organization is generally evident and sequential, such as comparison or cause and effect, problem and solution. Text features provide information that helps readers understand content. | There are multiple ideas, processes, and events, and connections among them are implicit, subtle, or complicated. The organization exhibits traits that are discipline-specific. Text features provide content that is essential to comprehension of the content. |
| **Language Features**  (Reading Standards 4–5) | Language is explicit and literal with mostly contemporary and familiar vocabulary; text uses mostly simple, compound, or complex sentences of moderate length. | Language is often explicit and literal but includes academic, archaic, and other words with complex meaning (e.g., figurative language); text uses some complex sentences with subordinate clauses. | Language is generally complex, with abstract, figurative, or ironic language, and includes unfamiliar, academic, and/or archaic words that are not defined; text uses many complex and compound-complex sentences with subordinate phrases and clauses. |
| **Illustrations and Graphics**  (Reading Standard 8) | Illustrations, diagrams, or tables are simple and may add little or no information that is not in the text. | Illustrations, diagrams, and tables are mainly supplementary to understanding the text; they generally contain or reinforce the same information found in the text. | Illustrations, diagrams and tables are essential to understanding the text; they may clarify or expand information and may require thoughtful analysis in relation to the text. |

Adapted from “Passage Selection Guidelines for the PARCC Mid-Year and Summative Assessments, Grades 3–11, in ELA/Literacy” (2012)

Texts Illustrating the Range, Quality, and Complexity of Student Reading Pre-K–5

**Note**: The illustrative texts listed below are meant only to show individual titles that are representative of a wide range of topics and genres. (See [Appendix B](http://www.corestandards.org/assets/Appendix_B.pdf) of the *Common Core State Standards* for excerpts of these and other texts illustrative of K–5 text complexity, quality, and range.) At a curricular or instructional level, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.

|  |  |  |
| --- | --- | --- |
|  | **Literature: Stories, Drama, Poetry** | **Informational Texts: Literary Nonfiction and  Historical, Scientific, Mathematical, and Technical Texts** |
| **Pre-K–**  **K1** | * *Over in the Meadow* by John Langstaff (traditional) (c1800)\* * *A Boy, a Dog, and a Frog* by Mercer Mayer (1967) * *A Story, A Story* by Gail E. Haley (1970)\* * *Pancakes for Breakfast* by Tomie DePaola (1978) * *Kitten’s First Full Moon* by Kevin Henkes (2004)\* | * *My Five Senses* by Aliki (1962)\*\* * *Truck* by Donald Crews (1980) * *I Read Signs* by Tana Hoban (1987) * *Olivia Counts* by Ian Falconer (2002) * *What Do You Do With a Tail Like This?* by Steve Jenkins and Robin Page (2003)\* * *How Do Dinosaurs Count to Ten?* by Jane Yolen and Mark Teague (2004) * *Amazing Whales!* by Sarah L. Thomson (2005)\* |
| **11** | * “Mix a Pancake” by Christina G. Rossetti (1893)\*\* * *Mr. Popper’s Penguins* by Richard Atwater (1938)\* * *Little Bear* by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)\*\* * *Frog and Toad Together* by Arnold Lobel (1971)\*\* * *Hi! Fly Guy* by Tedd Arnold (2006) | * *A Tree Is a Plant* by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)\*\* * *Starfish* by Edith Thacher Hurd (1962) * *Follow the Water from Brook to Ocean* by Arthur Dorros (1991)\*\* * *Animals on Board* by Stuart Murphy (1998) * *Shape Up!* by David Adler and Nancy Topbin (1998) * *From Seed to Pumpkin* by Wendy Pfeffer, illustrated by James Graham Hale (2004)\* * *How People Learned to Fly* by Fran Hodgkins and True Kelley (2007)\* |
| **2–3** | * “Who Has Seen the Wind?” by Christina G. Rossetti (1893) * *Charlotte’s Web* by E. B. White (1952)\* * *Sarah, Plain and Tall* by Patricia MacLachlan (1985) * *Tops and Bottoms* by Janet Stevens (1995) * *Poppleton in Winter* by Cynthia Rylant, illustrated by Mark Teague (2001) | * *A Medieval Feast* by Aliki (1983) * *From Seed to Plant* by Gail Gibbons (1991) * *The Story of Ruby Bridges* by Robert Coles (1995)\* * *A Drop of Water: A Book of Science and Wonder* by Walter Wick (1997) * *Shark Swimathon* by Stuart Murphy (2001) * *Spaghetti and Meatballs for All* by Marilyn Burns (2008) * *Moonshot: The Flight of Apollo 11* by Brian Floca (2009) |
| **4–5** | * *Alice’s Adventures in Wonderland* by Lewis Carroll (1865) * “Casey at the Bat” by Ernest Lawrence Thayer (1888) * *The Black Stallion* by Walter Farley (1941) * “Zlateh the Goat” by Isaac Bashevis Singer (1984) * *Where the Mountain Meets the Moon* by Grace Lin (2009) | * *Discovering Mars: The Amazing Story of the Red Planet* by Melvin Berger (1992) * *Hurricanes: Earth’s Mightiest Storms* by Patricia Lauber (1996) * *A History of US* by Joy Hakim (2005) * *Horses* by Seymour Simon (2006) * *Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea* by Sy Montgomery (2006) * *The Multiplying Menace Divides!* by Pam Calvert (2011) * *Sir Cumference and* the Off-the-Charts Dessert by Cindy Neuschwander (2013) |

\* Read-aloud \*\* Read-along

**Sample Text Set for the Elementary Grades: Water**

**Developed by Mary Ann Cappiello and Erika Thulin Dawes, Lesley University**

The text set below, developed for use in primary or intermediate grade classrooms, explores a natural resource that is vital to life on earth. With a focus on water, this collection includes a variety of text types that incorporate varying text structures. As students learn about this essential resource, they will also learn about the choices authors of nonfiction and fiction make as they compose - choices about what information to include, how to organize that information, and stylistic choices to best engage their readers.

*Scaffold Text*

This introductory text, a nonfiction poetry picture book, explores through rhyming text and illustration both the water cycle and the many roles/uses water has in our daily lives. Teachers can use this title as a read aloud to inspire students to begin to explore their knowledge about water and as an entry point for developing inquiry questions about this valuable resources.

* Paul, M. (2015) *Water is water: A book about the water cycle*. Ill. by J. Chin. Roaring Brook Press. [nonfiction poetry]

*Immersion Texts*

This text set fosters deep thinking about the critical roles that water plays in the lives of animals and humans. Students will read about water around the globe and develop a deeper understanding of the impact of water shortages in different geographical regions. Additionally, they will learn about the physical properties of water and technologies used to retrieve and contain water for human use.

* Branley, F. (1997). *Down comes the rain. Let’s Read and Find Out series.*  Ill. by G. H. Hale. New York: Harper Collins. [nonfiction]
* Hollyer, B. (2009). *Our world of water: Children and water around the world.* New York, NY: Henry Holt. [nonfiction]
* Jenkins, E. (2013). *Water in the park.* Ill. by S. Graegin. New York: Schwartz & Wade. [fiction]
* Kerley, B. (2006). *A cool drink of water.* Washington DC: National Geographic Children’s Books. [nonfiction]
* Locker, T. (2002). *Water dance.* Boston: HMH Books for Young Readers. [fiction]
* Lyon, G.E. (2011). *All the water in the world.* Ill. by L. Tillotson. New York: Atheneum. [nonfiction poetry]
* Morrison, G. (2006). *A drop of water.* Boston: Houghton Mifflin. [nonfiction]
* Mulder, M. (2014). *Every last drop: Bringing clean water home.* Victoria, BC: Orca Book Publishers. [nonfiction]
* Rumford, J. (2010). *Rain school.* Boston: HMH Books for Young Readers. [fictional picture book]
* Sayre, A.P. (2015). *Raindrops roll.* New York: Beach Lane Books. [nonfiction]
* Strauss, R. (2007). *One well: The story of water on Earth.* Toronto, CA: Kids Can Press.[nonfiction]
* Verde, S. (2016). *The water princess.* Ill. P.H. Reynolds. New York: G.P. Putnam. [fictional picture book based on a real life subject]
* Wells, R. (2006). *Did a dinosaur drink this water?* New York: Whitman.
* Wick, W. (1997). *A drop of water: A book of science and wonder.* New York: Scholastic.[nonfiction]

*Extension Texts*

Extend students’ thinking about water by connecting with the concept of interdependency in the natural world. The texts listed below explore the ways in which the elements of an ecosystem are intricately related:

* George, J.C. (2008). *The wolves are back*. Ill. by W. Minor. New York: Dutton. [nonfiction]
* Roth, S.L. & Trumbore, C. (2011). *The mangrove tree: Planting trees to feed families*. New York: Lee & Low. [nonfiction]
* Sayre, A.P. (2008). *Trout are made of trees.* Ill. by K. Endle. Cambridge, MA: Charlesbridge. [nonfiction]
* Sheehy, S. (2015). *Welcome to the neighborwood*. Somerville, MA: Candlewick. [nonfiction]
* Stewart, M. (2013). *No monkeys, no chocolate*. Ill. by N. Wong. Cambridge, MA: Charlesbridge. [nonfiction]
* Yezierski, T. (2011). *Meadowlands: A wetlands survival story*. New York: Farrar, Straus, Giroux. [nonfiction]

Standards for

**English Language Arts**

6–12

**College and Career Readiness Anchor Standards for Reading**

**Note on range and content  
of student** reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal historical documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images. Through reading texts whose intent is to persuade or change the reader, students gain experience in understanding the elements of rhetoric, the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

*Key Ideas and Details*

**1.** Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.

**2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

*Craft and Structure*

**4.** 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.

**5.** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

**6.** Assess how point of view or purpose shapes the content and style of a text.

*Integration of Knowledge and Ideas*

**7.** Integrate and evaluate content presented in diverse formats and media.‡

**8.** 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.

**9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

*Range of Reading and Level of Text Complexity*

**10.** Independently and proficiently read and comprehend complex literary and informational texts.\*\*

‡ Please see “Research to Build 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.

\*\* Measuring text complexity involves (1) a qualitative evaluation of the text, (2) a quantitative evaluation of the text, and (3) matching reader to text and task. See pages X– X for more information regarding range, quality, and complexity of student reading for grades 6–12. [Appendix A of the Common Core State Standards](http://www.corestandards.org/assets/Appendix_A.pdf) also discusses text complexity in depth, and the [Massachusetts Model Curriculum Unit Project](http://www.doe.mass.edu/frameworks/mcu/) provides examples of complex texts and tasks.

Reading Standards for Literature 6–12 [RL]

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.*

| **Grade 6 students:** | **Grade 7 students:** | **Grade 8 students:** |
| --- | --- | --- |
| *Key Ideas and Details* | | |
| **1.** Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text. | **1.** Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text. | **1.** Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text. |
| **2.** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments; paraphrase key sections of a text. (See grade 6 Writing standard 8 for more on paraphrasing.) | **2.** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text; paraphrase key sections of a text. (See grade 7 Writing standard 8 for more on paraphrasing.) | **2.** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of a text; paraphrase key sections of a text. (See grade 8 Writing standard 8 for more on paraphrasing.) |
| **3.** Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  *For example,*  *Students read* Black Ships Before Troy, *Rosemary Sutcliff’s retelling of Homer’s* Iliad. *As they read, they keep journals in which they keep track of the plot and relationships among characters and their motivations, and they make illustrations of scenes in the epic. They discuss the characteristics of a hero in classical Greek literature and write essays about a character of their choice, arguing whether or not the character is a hero. (RL.6.1, RL.6.3, W.6.1). For more, see “Heroes of the Iliad,” a [Massachusetts Model Curriculum Unit](http://www.doe.mass.edu/frameworks/mcu/).* | **3.** Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot). | **3.** Analyze how particular lines of dialogue or incidents in a story, poem, or drama propel the action, reveal aspects of a character, or provoke a decision. |
| *Craft and Structure* | | |
| **4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning tone, and mood, including the impact of rhymes and other repetitions of sounds (e.g., alliteration). (See grade 6 Language standards 4–6 on applying knowledge of vocabulary to reading.) | **4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; identify and analyze the impact of literary elements such as personification and symbolism; analyze the impact of specific word choices on meaning, tone, and mood, including the impact of repeated use of particular images. (See grade 7 Language standards 4–6 on applying knowledge of vocabulary to reading.) | **4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, and mood, including the use of allusion and irony. (See grade 8 Language standards 4–6 on applying knowledge of vocabulary to reading.) |

Reading Standards for Literature 6–12 [RL]

| **Grade 6 students:** | | **Grade 7 students:** | | **Grade 8 students:** |
| --- | --- | --- | --- | --- |
| *Craft and Structure (continued)* | | | | |
| **5.** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | | **5.** Analyze how aspects of a literary work’s structure contribute to its meaning or style (e.g., the effect of repetition in an epic, a flashback in a novel, or a soliloquy in a drama). | | **5.** Compare and contrast the structure of two or more texts; analyze how the structure of each text contributes to its meaning and style and how the texts differ. |
| **6.** Explain how an author develops the point of view of the narrator or speaker in a text. | | **6.** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | | **6.** Analyze how differences in the points of view of characters and an audience (e.g., created through the use of dramatic irony) create such effects as suspense or humor. |
| *Integration of Knowledge and Ideas* | | | | |
| **7.** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing the same text.. | | **7.** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version. | | **7.** Analyze the extent to which an audio, filmed, or staged production of a story, drama, or poem stays faithful to or departs from the original text. |
| **8.** (In literature, argument may be present but embedded in a theme or central idea; see RL.2.) | | **8.** (In literature, argument may be present but embedded in a theme or central idea; see RL.2.) | | **8.** (In literature, argument may be present but embedded in a theme or central idea; see RL.2.) |
| **9.** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | **9.** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.  *For example,*  *Students read Mark Twain’s* The Adventures of Tom Sawyer *and selections from Twain’s autobiography.* *They explore the conflicts and tensions in the novel, including the honesty, lies, and oaths by various characters and their consequences, and historical conflicts, such as the prejudices of mid-19th-century America. Students write an essay on one of the conflicts and deliver an oral report, using evidence to support their arguments and conclusions. (RL.7.1, RL.7.9, RI.7.1, W.7.1, SL.7.4) For more, see “Tomfoolery: Literary Conflicts in Mark Twain’s* Tom Sawyer*,” a [Massachusetts Model Curriculum Unit](http://www.doe.mass.edu/frameworks/mcu/).* | | **9.** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. | |

Reading Standards for Literature 6–12 [RL]

| **Grade 6 students:** | | **Grade 7 students:** | | **Grade 8 students:** |
| --- | --- | --- | --- | --- |
| *Range of Reading and Level of Text Complexity* | | | | |
| **10.** Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. (See pages X–X for more on qualitative and quantitative dimensions of text complexity.) | **10.** Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. (See pages X–X for more on qualitative and quantitative dimensions of text complexity.) | | **10.** Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. (See pages X–X for more on qualitative and quantitative dimensions of text complexity.) | |

Reading Standards for Literature 6–12 [RL]

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

| **Grades 9–10 students:** | **Grades 11–12 students:** |
| --- | --- |
| *Key Ideas and Details* | |
| **1.** Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text. | **1.** Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| **2.** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text. | **2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of a text. |
| **3.** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | **3.** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| *Craft and Structure* | |
| **4.** Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (See grades 9–10 Language standards 4–6 on applying knowledge of vocabulary to reading.) | **4.** Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives). (See grades 11–12 Language standards 4–6 on applying knowledge of vocabulary to reading.) |
| **5.** Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. | **5.** Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution, the choice to introduce a new tone or point of view) contribute to its overall structure and meaning as well as its aesthetic impact. |
| **6.** Analyze a particular point of view or cultural experience reflected or examined by a work of literature from outside the United States, drawing on a wide reading of world literature. | **6.** Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, notable omission). |

Reading Standards for Literature 6–12 [RL]

| **Grades 9–10 students:** | **Grades 11–12 students:** |
| --- | --- |
| *Integration of Knowledge and Ideas* | |
| **7.** Analyze a written or filmed study of a work or body of literature (e.g., author documentary, book review); provide a summary of the argument presented and evaluate the strength of the evidence that supports the study’s conclusions. | **7.** Analyze one or more written or filmed studies of a work or body of literature, including how the study’s critical lens (e.g., formal, historical, feminist, sociological, psychological) influences its interpretation. |
| **8.** (In literature, argument may be present but embedded in a theme or central idea; see RL.2.) | **8.** (In literature, argument may be present but embedded in a theme or central idea; see RL.2.) |
| **9.** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare); relate a literary text to the seminal ideas or questions of its time.  *For example,*  *Students read Matthew Arnold’s poem “Dover Beach.” In order to understand the 19th-century controversy over the implications of evolutionary theory, they read letters, essays, and excerpts from news articles from the period. They use what they have learned to inform their understanding of the poem and to write an interpretive essay. (RL.9–10.1, RL.9–10.2, RL.9–10.9, W.9–10.9)* | **9.** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.  *For example,*  *Students read* The Scarlet Letter *by Nathaniel Hawthorne. In order to deepen their understanding of the early colonial period and of Puritan beliefs, they read poems by Anne Bradstreet, transcripts of witch trials in Salem, “Sinners in the Hands of an Angry God,” by Jonathan Edwards (a sermon written during the Great Awakening), and excerpts from several colonial-era diaries (Judge Sewall, William Byrd III, Mary Rowlandson). Then students write an essay in which they relate what they have learned from these other texts to events, characters, and themes in* The Scarlet Letter. *(RL.11–12.9, RI.11–12.2, W.11–12.2)* |
| *Range of Reading and Level of Text Complexity* | |
| **10.** Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. (See pages X–X for more on qualitative and quantitative dimensions of text complexity.) | **10.** Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. (See pages X–X for more on qualitative and quantitative dimensions of text complexity.)  . |

Reading Standards for Informational Text 6–12 [RI]

|  |  |  |
| --- | --- | --- |
| **Grade 6 students:** | **Grade 7 students:** | **Grade 8 students:** |
| *Key Ideas and Details* | | |
| **1.** Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text. | **1.** Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text. | **1.** Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text. |
| **2.** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments; paraphrase key sections of a text. (See grade 6 Writing standard 8 for more on paraphrasing.) | **2.** Determine a central idea or central ideas of a text and analyze its/their development over the course of the text; provide an objective summary of a text; paraphrase key sections of a text. (See grade 6 Writing standard 8 for more on paraphrasing.) | **2.** Determine a central idea or central ideas of a text and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text; paraphrase key sections of a text. (See grade 6 Writing standard 8 for more on paraphrasing.) |
| **3.** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | **3.** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). | **3.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| *Craft and Structure* | | |
| **4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language standards 4–6 on applying knowledge of vocabulary to reading.) | **4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 on applying knowledge of vocabulary to reading.) | **4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 on applying knowledge of vocabulary to reading.) |
| **5.** Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas. | **5.** Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.  *For example,*  *Students read David Macaulay’s* Cathedral: The Story of its Construction *and analyze how he uses words and images to depict the complex process of architectural design and the sequence of construction in the medieval period. In order to develop a thesis about the characteristics of Macaulay’s style as a writer/illustrator, they examine a collection of his books and write an essay about his style as a writer of literary nonfiction. (RI.7.1, RI.7.5, W.7.2, W.7.9) For more, see “Analyzing an Author’s Style,[” a Massachusetts Model Curriculum Unit.](http://www.doe.mass.edu/frameworks/mcu/)* | **5.** Analyze in detail the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining a key concept. |
| **6.** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. | **6.** Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. | **6.** Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |

Reading Standards for Informational Text 6–12 [RI]

|  |  |  |
| --- | --- | --- |
| **Grade 6 students:** | **Grade 7 students:** | **Grade 8 students:** |
| *Integration of Knowledge and Ideas* | | |
| **7.** Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue. | **7.** Compare and contrast a written text to an audio, video, or other multimedia version, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). | **7.** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. |
| **8.** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | **8.** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. | **8.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. |
| **9.** Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). | **9.** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. | **9.** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |
| *Range of Reading and Level of Text Complexity* | | |
| **10.** Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. (See pages X–X for more on qualitative and quantitative dimensions of text complexity.) | **10.** Independently and proficiently read and comprehend literary nonfiction literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. (See pages X–X for more on qualitative and quantitative dimensions of text complexity.) | **10.** Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. (See pages X–X for more on qualitative and quantitative dimensions of text complexity.) |

Reading Standards for Informational Text 6–12 [RI]

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

|  |  |
| --- | --- |
| **Grades 9–10 students:** | **Grades 11–12 students:** |
| *Key Ideas and Details* | |
| **1.** Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text. | **1.** Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| **2.** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text. | **2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of a text. |
| **3.** Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn or broken between them. | **3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| *Craft and Structure* | |
| **4.** Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper, how an author’s word choice varies from one part of a text to another). (See grades 9–10 Language standards 4–6 on applying knowledge of vocabulary to reading.)  *For example,*  *Students at Levels 1–2 in English language proficiency study the American Civil Rights movement in their ESL class. The unit offers students contextualized, extended practice with discourse, sentence, and word/phrase dimensions of academic language targeted in the unit. Students develop academic language they can use to discuss and explain causes and effects of key events in the Civil Rights Movement, and argue about their significance. (RI.9–10.4, L.9–10.6) For more, see “Exploring Topics in African American Civil Rights,” a [Massachusetts ESL Model Curriculum Unit](http://www.doe.mass.edu/frameworks/mcu/).* | **4.** Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). (See grades 11–12 Language standards 4–6 on applying knowledge of vocabulary to reading.) |
| **5.** Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). | **5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, coherent, convincing, and engaging.  *For example,*  *In a unit on rhetorical analysis, students learn to recognize and understand the tools of argument and persuasion so that they may become informed and contributing citizens in a democracy. They are introduced to the terms* ethos, logos, pathos, occasion, audience, *and* speaker, *and use these rhetorical concepts to deconstruct an advertisement for a product, ballot question, or political candidate. After completing this exercise, they apply their knowledge to analyses of Coretta Scott King’s “The Death Penalty is a Step Back,” the speeches of Brutus and Marc Antony in Shakespeare’s* Julius Caesar, *and the 1852 oration “What to the Slave is the Fourth of July” by Frederick Douglass. (RI.11–12.5, RI.11–12.6, SL.11–12.3). For more, see “The Art of Persuasion and the Craft of Argument,” a [Massachusetts Model Curriculum Unit](http://www.doe.mass.edu/frameworks/mcu/).* |

Reading Standards for Informational Text 6–12 [RI]

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| **Grades 9–10 students:** | **Grades 11–12 students:** |
| *Craft and Structure (continued)* | |
| **6.** Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose over others. | **6.** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. |
| *Integration of Knowledge and Ideas* | |
| **7.** Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized or deemphasized in each account. | **7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words in order to address a question or solve a problem. |
| **8.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements or incomplete truths and fallacious reasoning. | **8.** Delineate and evaluate the reasoning in seminal historical texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses). |
| **9.** Analyze seminal documents of historical and literary significance (e.g., Washington’s Farewell Address, Lincoln’s Second Inaugural and Gettysburg Addresses, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. | **9.** Analyze pre-21st-century documents of historical and literary significance (e.g., the Magna Carta, the Declaration of Independence, the Declaration of the Rights of Man, the Preamble to the Constitution, the Bill of Rights) for their themes, purposes, and rhetorical features. |
| *Range of Reading and Level of Text Complexity* | |
| **10.** Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. (See pages X–X for more on qualitative and quantitative dimensions of text complexity.) | 10. Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. (See pages X–X for more on qualitative and quantitative dimensions of text complexity.) |

**College and Career Readiness Anchor Standards for Writing**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Note on range and content  
of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing

material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

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*Text Types and Purposes*

**1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**3.** Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

*Production and Distribution of Writing*

**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**6.** Use technology to produce and publish writing and to interact and collaborate with others.

*Research to Build and Present Knowledge*

**7.** Conduct research based on focused questions, demonstrating understanding of the subject under investigation.

**8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

*Range of Writing*

**10.** Write routinely in a variety of genres over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Writing Standards 6–12 [W]

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *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.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in [Appendix C of the](http://www.corestandards.org/assets/Appendix_C.pdf) *[Common Core State Standards](http://www.corestandards.org/assets/Appendix_C.pdf)* and the [Massachusetts Writing Standards in Action Project](http://www.doe.mass.edu/frameworks/ela/wsa/).

| **Grade 6 students:** | **Grade 7 students:** | | **Grade 8 students:** |
| --- | --- | --- | --- |
| *Text Types and Purposes* | | | |
| ***Note:*** The intent of Writing standards 1–3 is to ensure flexibility, not rigidity, in student writing. Many effective pieces of writing blend elements of more than one text type in service of a single purpose: for example, an argument may rely on anecdotal evidence, a short story may function to explain some phenomenon, or a literary analysis may use explication to develop an argument. In addition, each of the three types of writing is itself a broad category encompassing a variety of texts: for example, narrative poems, short stories, and memoirs represent three distinct forms of narrative writing. To develop flexibility and nuance in their own writing, students need to engage with a wide range of complex model texts (see Reading Literature standard 10 and Reading Informational Text standard 10) and study authors who have written successfully across genres (see Literary Heritage appendices on page X). | | | |
| **1.** Write arguments to support claims with clear reasons and relevant evidence.  a. Introduce claim(s) and organize the reasons and evidence clearly in paragraphs and sections.  b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).  e. Provide a concluding statement or section that follows from the argument presented. | **1.** Write arguments to support claims with clear reasons and relevant evidence.  a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.  b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.  d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).  e. Provide a concluding statement or section that follows from and supports the argument presented. | | **1.** Write arguments to support claims with clear reasons and relevant evidence.  a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.  b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.  d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).  e. Provide a concluding statement or section that follows from and supports the argument presented. |
| **2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  a. Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  c. Use appropriate transitions to clarify the relationships among ideas and concepts.  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).  f. Provide a concluding statement or section that follows from the information or explanation presented. | **2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).  f. Provide a concluding statement or section that follows from and supports the information or explanation presented. | | **2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  a. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).  f. Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **3.** Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.  a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.  b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  d. Use precise words and phrases, relevant descriptive details, and figurative and sensory language to convey experiences and events.  e. Demonstrate understanding of literary concepts such as mood, tone, point of view, and personification.  f. Provide a conclusion that follows from the narrated experiences or events. | | **3.** Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.  a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.  b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  d. Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.  e. Demonstrate understanding of literary concepts such as mood, tone, point of view, personification, and symbolism.  f. Provide a conclusion that follows from and reflects on the narrated experiences or events.  *For example,*  *Students studying the genre of mystery stories write narratives in which they introduce a variety of characters with distinctive traits, create plausible yet mysterious events, use vivid descriptions to create mood, use foreshadowing clues that point to the solution of the mystery, and resolve the mystery with an explanation by one of the characters. (RL.7.10, W.7.3).* | **3.** Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.  a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.  b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.  c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.  d. Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.  e. Demonstrate understanding of literary concepts such as mood, tone, point of view, personification, symbolism, and irony.  f. Provide a conclusion that follows from and reflects on the narrated experiences or events. |
| *Production and Distribution of Writing* | | | |
| **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| **5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  a. Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grade 6).  b. Demonstrate the ability to select accurate and/or expressive vocabulary (as described in Language standards 4–6 up to and including grade 6). | | **5.** 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.  a. Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grade 7).  b. Demonstrate the ability to select accurate and/or expressive vocabulary appropriate for audience and purpose (as described in Language standards 4–6 up to and including grade 7). | **5.** 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.  a. Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grade 8).  b. Demonstrate the ability to select accurate and/or expressive vocabulary appropriate for audience and purpose (as described in Language standards 4–6 up to and including grade 8). |
| **6.** Use technology, including current Web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | | **6.** Use technology, including current Web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. | **6.** Use technology, including current Web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |

Writing Standards 6–12 [W]

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| **Grade 6 students:** | **Grade 7 students:** | **Grade 8 students:** |
| *Research to Build and Present Knowledge* | | |
| **7.** Conduct research to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | **7.** Conduct research to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | **7.** Conduct research to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| **8.** Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | **8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | **8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **9.** Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. | **9.** Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 standards for Reading Literature or Reading Informational Text as needed. | **9.** Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed. |
| *Range of Writing* | | |
| **10.** Write routinely in a variety of genres (e.g., poems, stories, scripts, reflections, essays) over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | **10.** Write routinely in a variety of genres (e.g., poems, stories, scripts, reflections, essays) over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | **10.** Write routinely in a variety of genres (e.g., poems, stories, scripts, reflections, essays) over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

Writing Standards 6–12 [W]

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

| **Grades 9–10 students:** | **Grades 11–12 students:** |
| --- | --- |
| *Text Types and Purposes* | |
| ***Note:*** The intent of Writing standards 1–3 is to ensure flexibility, not rigidity, in student writing. Many effective pieces of writing blend elements of more than one text type in service of a single purpose: for example, an argument may rely on anecdotal evidence, a short story may function to explain some phenomenon, or a literary analysis may use explication to develop an argument. In addition, each of the three types of writing is itself a broad category encompassing a variety of texts: for example, narrative poems, short stories, and memoirs represent three distinct forms of narrative writing. To develop flexibility and nuance in their own writing, students need to engage with a wide range of complex model texts (see Reading Literature standard 10 and Reading Informational Text standard 10) and study authors who have written successfully across genres (see Literary Heritage appendices on page X). | |
| **1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.  b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.  c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.  e. Provide a concluding statement or section that follows from and supports the argument presented.  *For example,*  *Students research contemporary issues in education, such as whether public schools prepare students for citizenship or whether a college education is worth its costs. Students gather, evaluate, and synthesize information from a variety of sources and write a position paper on their topic that they present to the class. (W.9–10.1, W.9–10.7, W.9–10.8, W.9–10.9, SL.9–10.4) For more detail, see “Exploring Topics in Education,” a [Massachusetts Model Curriculum Unit.](http://www.doe.mass.edu/frameworks/mcu/) There is also an ESL unit based on this one, “Exploring Topics in Women’s Rights,” on the same website.* | **1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.  b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.  c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.  e. Provide a concluding statement or section that follows from and supports the argument presented. |

Writing Standards 6–12 [W]

| **Grades 9–10 students:** | | **Grades 11–12 students:** |
| --- | --- | --- |
| *Text Types and Purposes (continued)* | | |
| **2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.  e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.  f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | | **2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.  f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| **3.** Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.  a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events.  b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.  d. Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  e. Demonstrate understanding of point of view (e.g., through different characters’ accounts of events).  f. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | **3.** Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.  a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events.  b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).  d. Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  e. Demonstrate understanding of how universal themes (e.g., messages about the individual and society or the dynamics of tradition and change) are rendered in writing from a particular point of view.  f. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | |

Writing Standards 6–12 [W]

| **Grades 9–10 students:** | | **Grades 11–12 students:** |
| --- | --- | --- |
| *Production and Distribution of Writing* | | |
| **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | |
| **5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  a. Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grades 9–10).  b. Demonstrate the ability to select accurate and/or expressive vocabulary appropriate for audience, purpose, and style (as described in Language standards 4–6 up to and including grades 9–10). | **5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  a. Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grades 11–12).  b. Demonstrate the ability to select accurate and/or expressive vocabulary appropriate for audience, purpose, and style (as described in Language standards 4–6 up to and including grades 11–12). | |
| **6.** Use technology, including current Web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. | **6.** Use technology, including current Web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. | |

Writing Standards 6–12 [W]

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| **Grades 9–10 students:** | **Grades 11–12 students:** |
| *Research to Build and Present Knowledge* | |
| **7.** Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | **7.** Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| **8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | **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. |
| **9.** Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 standards for Reading Literature or Reading Informational Text as needed. | **9.** Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 11–12 standards for Reading Literature or Reading Informational Text as needed.  *For example,*  *Students read and discuss “The Fall of the House of Usher” by Edgar Allen Poe, as an example of observer narration; “The Prisoner” by Bernard Malamud, as an example of a single character point of view; and “The Boarding House” by James Joyce, as an example of multiple character point of view. Students summarize their conclusions about how the authors’ choices regarding narrative point of view affected their responses as readers. They write analytic papers that they later give as oral presentations to the class. (RL.11–12.3, RL.11–12.5, W.11–12.9, SL.11–12.4)* |
| *Range of Writing* | |
| **10.** Write routinely in a variety of genres (e.g., poems, stories, scripts, reflections, speeches, essays) over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  *For example,*  *Students respond to, analyze, and compare a variety of poems that exemplify the range of poetry’s dramatic power, such as Robert Browning’s “My Last Duchess,” Elizabeth Bishop’s “Fish,” Robert Frost’s “Out, out…” (along with Macbeth’s soliloquy in Act V of* Macbeth*), and Amy Lowell’s “Patterns.” They then use these poems as models as they write poems of their own that reflect a dramatic moment or event. (RL.9–10.10, W.9–10.3, W.9–10.10)* | **10.** Write routinely in a variety of genres (e.g., poems, stories, scripts, reflections, speeches, essays) over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

**College and Career Readiness Anchor Standards**

Note on range and content  
of student speaking and listening

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others’ meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

**for Speaking and Listening**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

*Comprehension and Collaboration*

**1.** 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.

**2.** Integrate and evaluate information presented in diverse media and formats.

**3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

*Presentation of Knowledge and Ideas*

**4.** Present information, findings, and supporting evidence such that

* listeners can follow the line of reasoning and
* the organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

**5.** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Speaking and Listening Standards 6–12 [SL]

The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. *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.*

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| **Grade 6 students:** | **Grade 7 students:** | **Grade 8 students:** |
| *Comprehension and Collaboration* | | |
| **1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics*, *texts*, *and issues*, building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature standard 1 and Reading Informational Text standard 1 for specific expectations regarding the use of textual evidence.)  b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | **1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics*, *texts*, *and* *issues*, building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature standard 1 and Reading Informational Text standard 1 for specific expectations regarding the use of textual evidence.)  b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  d. Acknowledge new information expressed by others and, when warranted, modify their own views. | **1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics*, *texts*, *and* *issues*, building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature standard 1 and Reading Informational Text standard 1 for specific expectations regarding the use of textual evidence.)  b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.  c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.  d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
| **2.** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | **2.** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. | **2.** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. |
| **3.** Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | **3.** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | **3.** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. |

Speaking and Listening Standards 6–12 [SL]

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| **Grade 6 students:** | **Grade 7 students:** | **Grade 8 students:** |
| *Presentation of Knowledge and Ideas* | | |
| **4.** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language standards 4–6 for specific expectations regarding vocabulary.) | **4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 7 Language standards 4–6 for specific expectations regarding vocabulary.) | **4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 8 Language standards 4–6 for specific expectations regarding vocabulary.)  *For example,*  *As part of a unit on making a presentation about immigration to this country in the 20th and 21st centuries, students generate questions to ask neighbors, family members, or local experts about the topic. They also develop discussion questions about immigrants from a particular country, such as Brazil, Guatemala, Haiti, India, or Ireland, to guide their reading of chapters from books, articles, and digital media treating the topic. To add visual interest to their presentation, they find historic photographs on websites such as the Library of Congress. Finally they integrate the information into a media presentation that focuses on immigrants’ reasons for coming to the United States, the social and economic conditions they faced on arrival, and how the immigrant group has fared economically and socially in the U.S.in the 21st century. (RI.8.7, W.8.7, SL.8.4, SL.8.5)* |
| **5.** Include multimedia components and visual displays in presentations to clarify information. | **5.** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | **5.** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |
| **6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) | **6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.) | **6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.) |

Speaking and Listening Standards 6–12 [SL]

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

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| **Grades 9–10 students:** | **Grades 11–12 students:** |
| *Comprehension and Collaboration* | |
| **1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics*, *texts*, *and* *issues*,building on others’ ideas and expressing their own clearly and persuasively.  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Literature standard 1 and Reading Informational Text standard 1 for specific expectations regarding the use of textual evidence.)  b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.  c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.  *For example,*  *In preparation for a student council meeting, students plan an agenda for discussion, including how much time they will devote to each issue before the council and how much time each speaker will have to present a case or argument. They build into their agenda time for making decisions and taking votes. (SL.9–10.1)* | **1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partnerson *grades 11–12 topics*, *texts*, *and* *issues*, building on others’ ideas and expressing their own clearly and persuasively.  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Literature standard 1 and Reading Informational Text standard 1 for specific expectations regarding the use of textual evidence.)  b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.  d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| **2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. | **2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. |
| **3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | **3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |

Speaking and Listening Standards 6–12 [SL]

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| **Grades 9–10 students:** | **Grades 11–12 students:** |
| *Presentation of Knowledge and Ideas* | |
| **4.** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. (See grades 9–10 Language standards 4–6 for specific expectations regarding vocabulary.) | **4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (See grades 11–12 Language standards 4–6 for specific expectations regarding vocabulary.) |
| **5.** Make strategic use of digital media (e.g., audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | **5.** Make strategic use of digital media (e.g., audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| **6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.) | **6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.) |

**College and Career Readiness Anchor Standards for Language**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Note on range and content  
of student language use

To be college and career ready, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

*Conventions of Standard English*

**1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

*Knowledge of Language*

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

*Vocabulary Acquisition and Use*

**4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

**6.** Acquire and use accurately and expressively a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

Language Standards 6–12 [L]

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *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. For example, though conventions of pronoun usage may receive the most attention in grade 7, more nuanced discussions of pronouns should develop throughout the upper grades as students continue to analyze speakers’ and authors’ choices of words, work toward precision in speaking and writing, and more.*

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| **Grade 6 students:** | **Grade 7 students:** | **Grade 8 students:** |
| *Conventions of Standard English* | | |
| **1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  *Sentence Structure, Variety, and Meaning*  a. Use simple, compound, complex, and compound-complex sentences to communicate ideas clearly and to add variety to writing.  b. Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.  c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\* | **1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  *Sentence Structure, Variety, and Meaning*  a. Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.  b. Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).\*  c. Recognize and correct inappropriate shifts in pronoun number and person in sentences with multiple clauses and phrases.  d. Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.\* | **1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 8 Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  *Sentence Structure, Variety, and Meaning*  a. Coordinate phrases and clauses in simple, compound, complex, and compound-complex sentences, with emphasis on agreement of pronouns and their antecedents.  b. Form and use verbs in the active and passive voices and the indicative, imperative, interrogative, conditional, and subjunctive moods to communicate a particular meaning.\* |
| **2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*  b. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). | **2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use a comma to separate coordinate adjectives (e.g., *a fascinating, enjoyable movie*).  b. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). | **2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.  b. Use an ellipsis to indicate an omission.  c. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). |
| *Knowledge of Language* | | |
| **3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.\*  b. Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.\* | **3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.  b. Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary. | **3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.  b. Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary. |

\* These skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. See the table on page X*.*

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| *Vocabulary Acquisition and Use* | | |
| **4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  *For example,*  *Students consider the number of meanings the word “light” can have and write sentences to demonstrate how context and placement determines what words mean.*  *Some of their sentences:*  Her dress was light purple.  I’m going to light the candles.  The play was a light comedy.  The children can stay outside as long as it’s light; when it gets dark, they have to come into the house.  The blanket was light as a feather. *(L.6.4)*  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | **4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | **4.** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| **5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., personification) in context.  b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*). | **5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.  b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*). | **5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g. verbal irony, puns) in context.  b. Use the relationship between particular words to better understand each of the words.  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*). |
| **6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)  a. Understand and use vocabulary from the Reading Literature standards up to and including grade 6 (e.g., *resolution, connotation, genre, point of view*) to talk and write about literary texts. [Note: Students are expected to use the terms in the context of reading, writing, speaking, and listening; they are not expected to define the terms in isolation.] | **6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)  a. Understand and use vocabulary from the Reading Literature standards up to and including grade 7 (e.g., *alliteration, tone, soliloquy, drama*) to talk and write about literary texts. [Note: Students are expected to use the terms in the context of reading, writing, speaking, and listening; they are not expected to define the terms in isolation.] | **6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)  a. Understand and use vocabulary from the Reading Literature standards up to and including grade 8 (e.g., *irony, allusion*) to talk and write about literary texts. [Note: Students are expected to use the terms in the context of reading, writing, speaking, and listening; they are not expected to define the terms in isolation.]  *For example,*  *After finding out that* emoji *was designated the 2015 “word of the year” by the Oxford Online Dictionary, students decide that for a class project they will compile their own online etymological dictionary of words and phrases that are commonly used in English. Their diverse list of words and phrases to research includes* blue jeans, jazz, hip-hop, numero uno, pizza, Algebra, lacrosse, Olympics, movie star, time flies, *and* bon appetit. (W.8.7, L.8.6) |

Language Standards 6–12 [L]

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

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| **Grades 9–10 students:** | **Grades 11–12 students:** |
| *Conventions of Standard English* | |
| **1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  *Sentence Structure, Variety, and Meaning*  a. Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.  b. Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  c. Use parallel structure as a technique for creating coherence in sentences, paragraphs, and larger pieces of writing.\* | **1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 11–12 Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  *Sentence Structure, Variety, and Meaning*  a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.  b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage*, *Garner’s Modern American Usage*) as needed. |
| **2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  b. Use a colon to introduce a list or quotation.  c. Spell correctly. | **2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Observe hyphenation conventions.  b. Spell correctly. |
| *Knowledge of Language* | |
| **3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian’s *Manual for Writers*) appropriate for the discipline and writing type.  b. Revise and edit work to decrease redundancy (ineffective repetition of ideas or details).\* | **3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  a. Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.  b. Revise and edit to make work more concise and cohesive.\* |

\* These skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. See the table on page X*.*

Language Standards 6–12 [L]

|  |  |
| --- | --- |
| **Grades 9–10 students:** | **Grades 11–12 students:** |
| *Vocabulary Acquisition and Use* |  |
| **4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze*, *analysis*, *analytical*; *advocate*, *advocacy*).  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | **4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| **5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.  b. Analyze nuances in the meaning of words with similar denotations.  *For example,*  *A tenth grade English teacher introduces the concept of image patterns during a study of Shakespeare’s* Richard II*. As the class reads the play, students pay close attention to certain passages and record in their journals recurring words or images they notice. As a class, they discuss and analyze several speeches from the play in which the image of the sun and its associated ideas of brightness, height, and power are used to describe Richard as a king ruling by divine right. After the discussion of the sun image pattern, students work in groups using their journals and a concordance to Shakespeare or an online Shakespeare search engine to discover other image clusters (earth/land/garden, blood/murder/war) and discuss their connections to ideas in the play. Students write finished essays that trace and interpret one image pattern, connecting it to important themes in the play. (RL.9–10.2, RL.9–10.4, W.9–10.9, L.9–10.5)* | **5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.  b. Analyze nuances in the meaning of words with similar denotations. |
| **6.** Acquire and use accurately and expressively grade-appropriate general academic and domain-specific words and phrases; independently gather vocabulary knowledge when needed. (See grades 9–10 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)  a. Understand and use vocabulary from the Reading Literature standards up to and including grades 9–10 (e.g., *flashback, pacing*) to talk and write about literary texts. [Note: Students are expected to use the terms in the context of reading, writing, speaking, and listening; they are not expected to define the terms in isolation.] | **6.** Acquire and use accurately and expressively grade-appropriate general academic and domain-specific words and phrases; independently gather vocabulary knowledge when needed. (See grades 11–12 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grades 11–12 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)  a. Understand and use vocabulary from the Reading Literature standards up to and including grades 11–12 e.g., *aesthetic, satire*) to talk and write about literary texts. [Note: Students are expected to use the terms in the context of reading, writing, speaking, and listening; they are not expected to define the terms in isolation.] |

**Key Cumulative Language Standards, Grades 3–12**

The Language Standards are designed to be cumulative, with students retaining skills acquired during the previous grades and acquiring new skills each year. The following skills, marked with an asterisk (\*) in Language standards 1–3, Standard English Conventions, are particularly likely to require continued attention through grade 12 as they are applied to increasingly sophisticated writing and speaking.

|  |
| --- |
| **Key standards introduced in grade 3, with continued attention through grade 12** |
| **L.3.1b.** Ensure subject-verb and pronoun-antecedent agreement. |
| **L.3.3a.** Choose words and phrases for effect. |
| **Key standards introduced in grade 4, with continued attention through grade 12** |
| **L.4.1a.** Produce complete sentences, using knowledge of subject and predicate to recognize and correcting inappropriate fragments and run-ons. |
| **L.4.3a.** Choose words and phrases to convey ideas precisely. |
| **Key standards introduced in grade 5, with continued attention through grade 12** |
| **L.5.1b.** Recognize and correct inappropriate shifts in verb tense. |
| **L.5.2b.** Use punctuation to separate items in a series. |
| **L.5.3a.** Expand, combine, and reduce sentences for meaning, reader interest, and style. |
| **Key standards introduced in grade 6, with continued attention through grade 12** |
| **L.6.1c.** Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **L.6.2a.** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
| **L.6.3a.** Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. |
| **L.6.3b.** Recognize variations from standard English in writing and speaking, determine their effectiveness/appropriateness, and make changes as necessary. |
| **Key standards introduced in grade 7, with continued attention through grade 12** |
| **L.7.1b.** Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). |
| **L.7.1d.** Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.. |
| **Key standards introduced in grade 8, with continued attention through grade 12** |
| **L.8.1b.** Form and use verbs in the active and passive voices and in indicative, imperative, interrogative, conditional, and subjunctive mood to communicate a particular meaning. |
| **Key standards introduced in grade 9, with continued attention through grade 12** |
| **L.9-10.1c**. Use parallel structure as a technique for creating coherence in sentences, paragraphs, and larger pieces of writing. |
| **L.9**–**10.3b.** Revise and edit to decrease redundancy (ineffective repetition of ideas or details). |
| **Key standards introduced in grade 11, with continued attention through grade 12** |
| **L.11-12.3b.** Revise and edit to make text more concise and cohesive. |

**Standard 10: Range, Quality, and Complexity of Student Reading 6–12**

Measuring Text Complexity: Three Factors

|  |  |
| --- | --- |
| **Triangular diagram of measuring text complexity with three components: qualitative measurement, quantitative measurement, and measurement of the match of reader and task.** | **Qualitative evaluation of the text:** Levels of Meaning and Knowledge Demands, Text Structure, Language Features, and Illustrations and Graphics  **Quantitative evaluation of the text:** Readability measures and other scores of text complexity  **Matching reader to text and task:** Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)  **Note:** More detailed information on qualitative measures of complexity for literary and informational texts is available in the charts on the following pages. Additional information on complexity and how it is measured is contained in Appendix A and the Supplement to Appendix A of the *Common Core State Standards*, www.corestandards.org. |
|  |  |

Range of Text Types for 6–12

Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

|  |  |  |  |
| --- | --- | --- | --- |
| **Literature** | | | **Informational Text** |
| **Stories** | **Drama** | **Poetry** | **Literary Nonfiction** |
| Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels | Includes one-act and multi-act plays, both in written form and on film | Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics | Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience |

**Standard 10: Range, Quality, and Complexity of Student Reading 6–12**

**Qualitative Analysis of Literary Texts**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Readily Accessible** | **Moderately Complex** | **Very Complex** |
| **Meaning and Knowledge Demands**  (Reading Standards  1–3, 7–9) | There is one level of meaning; theme is obvious and revealed early in the text.  The text explores a single theme related to everyday experience; if there are references or allusions to unfamiliar contexts, they are fully explained in the text. | There are multiple levels of meaning that are relatively easy to identify; theme is clear but may be conveyed with some subtlety.  The text explores several themes; it makes few references or allusions to other texts or cultural elements; the meaning of references or allusions may be partially explained in the text. | There are multiple layers of meaning that may be difficult to identify, separate, and interpret; theme is implicit, subtle, or ambiguous and may be revealed over the entirety of the text.  The text explores complex, sophisticated, or abstract themes; text is dependent on allusions to other texts or cultural references that are not explained and require prior knowledge, inference, or interpretation. |
| **Text Structure**  (Reading Standards  5–6) | Prose or poetry is organized clearly and/or chronologically, the events in a prose work are easy to predict because the narration is consistent throughout the work and the plot is linear; poetry has explicit and predictable structural elements. | Prose includes two or more story lines or has a plot that is somewhat difficult to predict (e.g., a non-linear plot) or has multiple narrators; poetry has some implicit or unpredictable structural elements. | Prose or poetry includes more intricate elements such as subplots, shifts in point of view, shifts in time, or non-standard text features. |
| **Language Features**  (Reading Standards 4–5) | Language is explicit and literal with mostly contemporary and familiar vocabulary; text uses mostly simple, compound, or complex sentences of moderate length; if dialogue is present, the speakers are clearly identified. | Language is often explicit and literal but includes academic, archaic, and other words with complex meaning (e.g., figurative language); text uses a variety of sentence structures and sentence lengths. | Language is generally complex, with abstract, figurative, or ironic language, and includes unfamiliar, academic, and/or archaic words; text uses a variety of sentence structures, including complex and compound-complex sentences with subordinate phrases and clauses. |
| **Illustrations and Graphics**  (Reading Standard 8) | Illustrations support analysis of the text by representing characters, settings and/or events as they are portrayed in words; graphics support analysis by focusing attention on the structure of the text. | Illustrations support analysis of the text by providing additional information consistent with how characters, settings, or events are portrayed in words; graphics support analysis by emphasizing titles, chapter headings, or key words and phrases. | If illustrations and graphics are present, the connection between them and written text may be abstract, subtle, ironic, and/or ambiguous. |
| Adapted from “Passage Selection Guidelines for the PARCC Mid-Year and Summative Assessments, Grades 3–11, in ELA/Literacy” (2012) | | | |

**Standard 10: Range, Quality, and Complexity of Student Reading 6–12**

**Qualitative Analysis of Informational Texts**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Readily Accessible** | **Moderately Complex** | **Very Complex** |
| **Meaning and Knowledge Demands**  (Reading Standards 1–3, 7, 9) | The primary purpose of the text is clear, concrete, narrowly focused, and explicitly stated; the text has a single perspective.  The subject matter of the text relies on little or no discipline-specific knowledge; if there are references or allusions, they are fully explained in the text. Details may be presented as evidence to clarify ideas. | The primary purpose of the text is not explicitly stated, but is easy to infer based upon context or source; the text may include multiple perspectives.  The subject matter of the text involves some discipline-specific knowledge; the text makes some references or allusions to other texts or outside ideas; their meaning may be partially explained in context. In arguments, evidence in support of claims may be presented. | The text has multiple purposes and the primary purpose is subtle, intricate, and/or abstract.  The subject matter of the text relies on specialized, discipline-specific knowledge; the text makes many references or allusions to other texts that are unexplained and require inference. Claims counterclaims, and multiple examples of supporting evidence are presented in arguments. |
| **Text Structure**  (Reading Standards 5–6) | Connections among ideas, processes, and events are explicit and clear; organization is chronological, sequential, or easy to predict because it is linear. Text features help readers navigate content, but are not essential for understanding the text. | Connections among some ideas, processes, and events are implicit or subtle; organization is generally evident and sequential, such as comparison or cause and effect, problem and solution. Text features provide information that helps readers understand content. | There are multiple ideas, processes, and events, and connections among them are implicit, subtle, or complicated. The organization exhibits traits that are discipline-specific. Text features provide content that is essential to comprehension of the content. |
| **Language Features**  (Reading Standards 4–5) | Language is explicit and literal with mostly contemporary and familiar vocabulary; text uses mostly simple, compound, or complex sentences of moderate length. | Language is often explicit and literal but includes academic, archaic, and other words with complex meaning (e.g., figurative language); text uses some complex sentences with subordinate clauses. | Language is generally complex, with abstract, figurative, or ironic language, and includes unfamiliar, academic, and/or archaic words that are not defined; text uses many complex and compound-complex sentences with subordinate phrases and clauses. |
| **Illustrations and Graphics**  (Reading Standard 8) | Illustrations, diagrams, or tables are simple and may add little or no information that is not in the text. | Illustrations, diagrams, and tables are mainly supplementary to understanding the text; they generally contain or reinforce the same information found in the text. | Illustrations, diagrams and tables are essential to understanding the text; they may clarify or expand information and may require thoughtful analysis in relation to the text. |
| Adapted from “Passage Selection Guidelines for the PARCC Mid-Year and Summative Assessments, Grades 3–11, in ELA/Literacy” (2012) | | | |

Texts Illustrating the Range, Quality, and Complexity of Student Reading 6–12

Tbelow

|  |  |  |
| --- | --- | --- |
|  | **Literature: Stories, Dramas, Poetry** | **Informational Texts: Literary Nonfiction** |
| **6–8** | * *Little Women* by Louisa May Alcott (1869) * *The Adventures of Tom Sawyer* by Mark Twain (1876) * “The Road Not Taken”by Robert Frost (1915) * *The Dark Is Rising* by Susan Cooper (1973) * *Dragonwings* by Laurence Yep (1975) * *Roll of Thunder, Hear My Cry* by Mildred Taylor (1976) | * “Letter on Thomas Jefferson” by John Adams (1776) * *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass (1845) * “Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940” by Winston Churchill (1940) * *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry (1955) * *Travels with Charley: In Search of America* by John Steinbeck (1962) |
| **9–10** | * *The Tragedy of Macbeth* by William Shakespeare (1592) * “Ozymandias” by Percy Bysshe Shelley (1817) * “The Raven” by Edgar Allen Poe (1845) * “The Gift of the Magi” by O. Henry (1906) * *The Grapes of Wrath* by John Steinbeck (1939) * *Fahrenheit 451* by Ray Bradbury (1953) * *The Killer Angels* by Michael Shaara (1975) | * “Speech to the Second Virginia Convention” by Patrick Henry (1775) * “Farewell Address” by George Washington (1796) * “Gettysburg Address” by Abraham Lincoln (1863) * “State of the Union Address” by Franklin Delano Roosevelt (1941) * “Letter from Birmingham Jail” by Martin Luther King, Jr. (1964) * “Hope, Despair and Memory” by Elie Wiesel (1997) |
| **11–CCR** | * “Ode on a Grecian Urn” by John Keats (1820) * *Jane Eyre* by Charlotte Brontë (1848) * “Because I Could Not Stop for Death” by Emily Dickinson (1890) * *The Great Gatsby* by F. Scott Fitzgerald (1925) * *Their Eyes Were Watching God* by Zora Neale Hurston (1937) * *A Raisin in the Sun* by Lorraine Hansberry (1959) * *The Namesake* by Jhumpa Lahiri (2003) | * *Common Sense* by Thomas Paine (1776) * *Walden* by Henry David Thoreau (1854) * “Society and Solitude” by Ralph Waldo Emerson (1857) * “The Fallacy of Success” by G. K. Chesterton (1909) * *Black Boy* by Richard Wright (1945) * “Politics and the English Language” by George Orwell (1946) * “Take the Tortillas Out of Your Poetry” by Rudolfo Anaya (1995) |

**Sample Text Set for Middle School Language Arts: Powerful Friendships**

**Developed by Mary Ann Cappiello and Erika Thulin Dawes, Lesley University**

Middle school is a time when friends become an even more vital part of a young person’s everyday life. New friendships form, others fade away. This exploration, ideal for grades 6 and 7, allows for students to explore a range of friendships in different times and places, and consider their own identity as a friend. The conversations that emerge will support student understanding of character and theme.

*Scaffold Text*

“How to Be a Friend”

Pat Lowery Collins

Keep a secret

Tell a wish

Listen

to

a dream.

Read aloud this poem by Pat Lowery Collins. What does it say about friendship? Is this the essence of friendship? Do students agree or disagree? What might be missing? Discuss their concepts of “how to be a friend.”

*Immersion Texts*

These novels -- some contemporary, some historical -- provide students with an immersion in the exploration of powerful friendships. By providing a range of options, you allow students to explore the context that is most interesting to them as individuals. As students read the novels, they can compare and contrast their understanding of the characters as individuals as well as the friendships. By occasionally putting the students in mixed groups, students can collaboratively share their findings and consider how the friendships in their books are similar and different.

Anderson, J.D. (2016). *Ms. Bixby’s last day.* New York: Walden Pond Press.

Alvarez, J. (2009). *Return to sender*. New York: Knopf.

Black, H. (2013). *Doll bones*. New York: Margaret McElderry Books.

DeCamillo, K. (2016). *Raymie Nightingale*. Somerville, MA: Candlewick Press.

House, S., Vaswani, N. (2011). *Same sun here*. Somerville, MA: Candlewick Press.

Lin, G. (2007). *The year of the dog.* New York: Little, Brown.

Pinkney, A.D. (2011). *Bird in a box*. New York: Little, Brown.

Schmidt, G. (2004). *Lizzie Bright and the Buckminster boy*. New York: Clarion.

Stead, R. (2009). *When you reach me.* New York: Wendy Lamb Books.

*Extension Texts*

Have students create their own texts about friendship. Provide a range of choices. Some students may want to write about their own views of friendship in the form of a personal essay, poem, or song. Some might want to write short stories about middle school friendships. Still others may choose to interview older relatives or neighbors about their memories of middle school friendships, Story Corps-style (<https://storycorps.org/>).

Standards for

**Literacy in**

**History/Social Studies, Science, Mathematics, and Career and Technical Subjects**

6–12

**College and Career Readiness Anchor Standards for Reading**

**Note on range and content  
of student** reading

*Reading is critical to building knowledge in history/social studies as well as in science, mathematics, and career and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history, science, and mathematics; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific, mathematical, and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with* independence and confidence because the vast majority of reading in college and careers will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

*Key Ideas and Details*

**1.** Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**3.** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

*Craft and Structure*

**4.** 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.

**5.** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

**6.** Assess how point of view or purpose shapes the content and style of a text.

*Integration of Knowledge and Ideas*

**7.** Integrate and evaluate content presented in diverse formats and media.\*\*

**8.** 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.

**9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

*Range of Reading and Level of Text Complexity*

**10.** Independently and proficiently read and comprehend complex literary and informational texts.\*\*

\*Please see “Research to Build and Present Knowledge” in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

\*\* Measuring text complexity involves a qualitative evaluation of the text, a quantitative evaluation of the text, and matching reader to text and task. See pages X–X for more information regarding range, quality, and complexity of student reading for grades 6–12. [Appendix A of the Common Core State Standards](http://www.corestandards.org/assets/Appendix_A.pdf) also discusses text complexity in depth, and the [Massachusetts Model Curriculum Unit Project](http://www.doe.mass.edu/frameworks/mcu/) provides examples of complex texts and tasks.

Reading Standards for Literacy in History/Social Studies 6–12 [RH]

The standards below begin at grade 6; standards for pre-K–5 reading in history/social studies, science, mathematics, and career and technical subjects are integrated into the pre-K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

|  |  |  |
| --- | --- | --- |
| **Grades 6–8 students:** | **Grades 9–10 students:** | **Grades 11–12 students:** |
| *Key Ideas and Details* | | |
| **1.** Cite specific textual evidence to support analysis of primary and secondary sources. | **1.** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. | **1.** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. |
| **2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions; paraphrase key sections of a text. (See grades 6–8 Writing standard 8 for more on paraphrasing.) | **2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of a text. | **2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |
| **3.** Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). | **3.** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. | **3.** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where a text leaves matters uncertain. |
| *Craft and Structure* | | |
| **4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. | **4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. | **4.** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). |
| **5.** Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings. | **5.** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. | **5.** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. |
| **6.** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). | **6.** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. | **6.** Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence. |
| *Integration of Knowledge and Ideas* | | |
| **7.** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | **7.** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. | **7.** Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem. |
| **8.** Distinguish among fact, opinion, and reasoned judgment in a text. | **8.** Assess the extent to which the reasoning and evidence in a text support the author’s claims. | **8.** Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. |
| **9.** Analyze the relationship between a primary and secondary source on the same topic. | **9.** Compare and contrast treatments of the same topic in several primary and secondary sources. | **9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |

Reading Standards for Literacy in History/Social Studies 6–12 [RH]

|  |  |  |
| --- | --- | --- |
| **Grades 6–8 students:** | **Grades 9–10 students:** | **Grades 11–12 students:** |
| *Range of Reading and Level of Text Complexity* | | |
| **10.** Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. (See pages X–X for more on qualitative and quantitative dimensions of text complexity.) | **10.** Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. (See pages X–X for more on qualitative and quantitative dimensions of text complexity.) | **10.** Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. (See pages X–X for more on qualitative and quantitative dimensions of text complexity.) |

Reading Standards for Literacy in Science and Career and Technical Subjects 6–12 [RST]

|  |  |  |
| --- | --- | --- |
| **Grades 6–8 students:** | **Grades 9–10 students:** | **Grades 11–12 students:** |
| *Key Ideas and Details* | | |
| **1.** Cite specific textual evidence to support analysis of science and technical texts. | **1.** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. | **1.** Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. |
| **2.** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions; paraphrase key sections of a text. | **2.** Determine the central ideas or conclusions of a text; trace a text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text. | **2.** Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. |
| **3.** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. | **3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. | **3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. |
| *Craft and Structure* | | |
| **4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*. | **4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*. | **4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*. |
| **5.** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. | **5.** Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force*, *friction*, *reaction force*, *energy*). | **5.** Analyze how a text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. |
| **6.** Analyze an author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. | **6.** Analyze an author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. | **6.** Analyze an author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. |
| *Integration of Knowledge and Ideas* | | |
| **7.** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). | **7.** Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. | **7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. |
| **8.** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. | **8.** Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem. | **8.** Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. |
| **9.** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. | **9.** Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. | **9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |

Reading Standards for Literacy in Science and Career and Technical Subjects 6–12 [RST]

|  |  |  |
| --- | --- | --- |
| **Grades 6–8 students:** | **Grades 9–10 students:** | **Grades 11–12 students:** |
| *Range of Reading and Level of Text Complexity* | | |
| **10.** Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. (See pages X–X for more on qualitative and quantitative dimensions of text complexity.) | **10.** Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. (See pages X–X for more on qualitative and quantitative dimensions of text complexity.) | **10.** Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. (See pages X–X for more on qualitative and quantitative dimensions of text complexity.) |

**College and Career Readiness Anchor Standards for Writing**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Note on range and content  
of student** writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

*Text Types and Purposes*

**1.** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

**2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**3.** Write narratives to develop experiences or events using effective literary techniques, well-chosen details and well-structured sequences.

*Production and Distribution of Writing*

**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**6.** Use technology to produce and publish writing and to interact and collaborate with others.

*Research to Build and Present Knowledge*

**7.** Conduct research based on focused questions, demonstrating understanding of the subject under investigation.

**8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

*Range of Writing*

**10.** Write routinely in a variety of genres over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Writing Standards for Literacy in History/Social Studies, Science, Mathematics, and Career and Technical Subjects 6–12 [WHST]

The standards below begin at grade 6; standards for pre-K–5 writing in history/social studies, science, mathematics, and technical subjects are integrated into the pre-K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

| **Grades 6–8 students:** | **Grades 9–10 students:** | **Grades 11–12 students:** |
| --- | --- | --- |
| *Text Types and Purposes* | | |
| **1.** Write arguments focused on *discipline-specific content*.  a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims/critiques, and organize the reasons and evidence logically in paragraphs and sections.  b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.  c. Use words, phrases, and clauses with precision to create cohesion and clarify the relationships among claim(s), counterclaims/critiques, reasons, and evidence.  d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).  e. Provide a concluding statement or section that follows from and supports the argument presented. | 1. Write arguments focused on *discipline-specific content*.  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims/critiques, and create an organization that establishes clear relationships among the claim(s), counterclaims/critiques, reasons, and evidence.  b. Develop claim(s) and counterclaims/critiques fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims/critiques in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.  c. Use words, phrases, and clauses with precision to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims/critiques.  d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.  e. Provide a concluding statement or section that follows from or supports the argument presented. | 1. Write arguments focused on *discipline-specific content*.  a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims/critiques, reasons, and evidence.  b. Develop claim(s) and counterclaims/critiques fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims/critiques in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.  c. Use words, phrases, and clauses with precision as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims/critiques.  d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing while attending to the norms and conventions of the discipline in which they are writing.  e. Provide a concluding statement or section that follows from or supports the argument presented.  *For example,*  *Students compose an essay for their humanities class on deToqueville’s observations of life in America in the 1830s, and argue whether or not his claims about America are still relevant in the 21st century. They support their argument with examples drawn from economic, political, and social aspects of modern life. (RH.11–12.1, RH.11–12.8, WHST.11–12.1).* |

Writing Standards for Literacy in History/Social Studies, Science, Mathematics, and Career and Technical Subjects 6–12 [WHST]

| **Grades 6–8 students:** | **Grades 9–10 students:** | **Grades 11–12 students:** |
| --- | --- | --- |
| *Text Types and Purposes (continued)* | | |
| **2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, mathematical analyses, or technical processes.  a. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, and procedures.  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).  f. Provide a concluding statement or section that follows from and supports the information or explanation presented.  *For example,*  *After an author of science books on endangered animal species visits their class to talk about his research and writing, students write reports on what he said, summarizing important points and arranging them in a logical order. (WHST.6–8.2, SLHST.6–8.3)* | **2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, mathematical analyses, or technical processes.  a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas, concepts, and procedures.  d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.  e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.  f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | **2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, mathematical analyses, or technical processes.  a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas, concepts, and procedures.  d. Use precise language, domain-specific vocabulary and techniques to manage the complexity of the topic; convey a knowledgeable stance in a style that reflects the discipline and context as well as to the expertise of likely readers.  e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.  f. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). |
| **3.** (See note; not applicable as a separate requirement) | **3.** (See note; not applicable as a separate requirement) | **3.** (See note; not applicable as a separate requirement) |

**Note:** Students’ narrative skills continue to grow in these grades. The standardsrequire that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science, mathematics, and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations, analyses, or technical work that others can replicate them and (possibly) reach the same results.

Writing Standards for Literacy in History/Social Studies, Science, Mathematics, and Career and Technical Subjects 6–12 [WHST]

|  |  |  |
| --- | --- | --- |
| **Grades 6–8 students:** | **Grades 9–10 students:** | **Grades 11–12 students:** |
| *Production and Distribution of Writing* | | |
| **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **5.** 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. | **5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | **5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| **6.** Use technology, including current Web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. | **6**. Use technology, including current Web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. | **6.** Use technology, including current Web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| *Research to Build and Present Knowledge* | | |
| 7. Conduct research to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | **7.** Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | **7.** Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| **8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.  *For example,*  *In a science unit, students explore ecosystem dynamics as seen through a study of invasive species. They research how invasive species are introduced, the impacts they have on local food webs, and how ecosystems react to invasives. The unit involves reading and research, vocabulary development, models, data analysis and writing. (RST.6–8.4, WHST. 6–8.8, WHST.6–8.9) For more, see “Invasive Species: A Study of the Disruption of Ecosystems Dynamics,” a [Massachusetts Model Curriculum Unit](http://www.doe.mass.edu/frameworks/mcu/).* | 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | **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 specific 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. |
| **9** Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading standard 1 for more on the use of textual evidence.) | **9.** Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading standard 1 for more on the use of textual evidence.) | **9.** Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 11–12 Reading standard 1 for more on the use of textual evidence.) |
| *Range of Writing* | | |
| **10.** Write routinely in a variety of genres (e.g., speeches, reflections, essays) over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | **10.** Write routinely in a variety of genres (e.g., speeches, reflections, essays) over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | **10.** Write routinely in a variety of genres (e.g., speeches, reflections, essays) over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

**College and Career Readiness Anchor Standards**

**for Speaking and Listening**

Note on range and content  
of student speaking and listening

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others’ meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

*Comprehension and Collaboration*

**1.** 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.

**2.** Integrate and evaluate information presented in diverse media and formats.

**3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

*Presentation of Knowledge and Ideas*

**4.** Present information, findings, and supporting evidence such that

* listeners can follow the line of reasoning and
* the organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

**5.** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Speaking and Listening Standards for Literacy in History/Social Studies, Science, Mathematics, and Career and Technical Subjects 6–12 [SLHST]

The standards below begin at grade 6; standards for pre-K–5 speaking and listening are integrated into the pre-K–5 Speaking and Listening standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

|  |  |  |
| --- | --- | --- |
| **Grades 6**–**8 students:** | **Grades 9**–**10 students:** | **Grades 11**–**12 students:** |
| *Comprehension and Collaboration* | | |
| **1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *discipline-specific topics*, *texts*, *and* *issues*, building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading standard 1 for more on the use of textual evidence.)  b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.  c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.  d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. | **1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *discipline-specific topics*, *texts*, *and* *issues*,building on others’ ideas and expressing their own clearly and persuasively.  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading standard 1 for more on the use of textual evidence.)  b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.  c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. | **1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partnerson *discipline-specific topics*, *texts*, *and* *issues*, building on others’ ideas and expressing their own clearly and persuasively.  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading standard 1 for more on the use of textual evidence.)  b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.  d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions and critiques when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| **2.** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. | **2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. | **2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. |

Speaking and Listening Standards 6–12 [SLHST]

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| --- | --- | --- | --- | --- | --- |
| **Grades 6**–**8 students:** | | **Grades 9**–**10 students:** | | **Grades 11**–**12 students:** | |
| *Comprehension and Collaboration (continued)* | | | | | |
| **3.** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | **3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | | **3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  *For example,*  *As students in a civics class watch a televised debate among candidates for political office, they use a professional evaluation form, such as the guidelines developed by the National Issues Forum, to evaluate the effectiveness of candidates’ responses to questions. (SLHST.11–12.3)* | |

Speaking and Listening Standards 6–12 [SLHST]

|  |  |  |
| --- | --- | --- |
| **Grades 6**–**8 students:** | **Grades 9**–**10 students:** | **Grades 11**–**12 students:** |
| *Presentation of Knowledge and Ideas* | | |
| **4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, adequate volume, and clear pronunciation. | **4.** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. | **4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| **5.** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. | **5.** Make strategic use of digital media (e.g., audio, visual, and interactive elements) in presentations to enhance understanding of findings, claims, reasoning, and evidence and to add interest. | **5.** Make strategic use of digital media (e.g., audio, visual, and interactive elements) in presentations to enhance understanding of findings, claims, reasoning, and evidence and to add interest. |
| **6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  *For example,*  *Students modify their report on a science project, originally designed to be presented to parents and a panel of adult experts, for presentation to a class of third graders. (SLHST.6–8.6)* | **6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | **6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |

Application of the

Standards for

**English Learners**

**and**

**Students with Disabilities**

English Learners

The Massachusetts Department of Elementary and Secondary Education strongly believe that all students should be held to the same high expectations outlined in the Curriculum Framework. This includes students who are English learners (ELs). However, these students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge. Additionally, developing native-like proficiency in English takes time, and teachers should recognize that it is possible to meet the standards for reading and literature, writing and research, language development, and speaking and listening without manifesting native-like control of conventions and vocabulary.

The structure of programs serving ELs in Massachusetts acknowledges that ELs acquire language while interacting in all classrooms. All educators are responsible for students’ language development and academic achievement. Collaboration and shared responsibility among administrators and educators are integral to student and program success.

ESE uses the term *English language development* (ELD) to describe all of the language development that takes place throughout the student’s day, in both sheltered content classrooms and ESL classrooms.

* **ELD in content**: English language development happens in an integrated way in all content classrooms with at least one EL as SEI-endorsed, content-licensed educators shelter instruction and help ELs develop discipline-specific academic language. ELD happens in SEI classrooms as ELs learn grade-level content along with their proficient English-speaking peers.
* **ELD in ESL**: English language development also happens in ESL classes, when ELs are grouped together and licensed ESL teachers guide students in a systematic, dedicated, and sustained study time to develop various aspects of the English language that proficient English speakers already know.

To thrive in formal educational settings, all ELs must have access to:

* District and school personnel with the skills and qualifications necessary to support ELs’ growth
* Literacy-rich environments where students are immersed in a variety of language experiences;
* Speakers of English who know the language well enough to provide models and support.

Key Principles for ELL Instruction[[3]](#footnote-3)

* **Instruction focuses on providing ELs with opportunities to engage in discipline- specific practices which are designed to build conceptual understanding and language competence in tandem**
* **Instruction leverages ELs’ home language(s), cultural assets, and prior knowledge**
* **Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds:** districts must provide EL students with both grade-level academic content and ESL instruction that is aligned to [WIDA](https://www.wida.us/standards/eld.aspx) and the Frameworks as outlined in [state guidelines for EL programs.](http://www.doe.mass.edu/ele/)
* **Instruction moves ELs forward by taking into account their English proficiency level(s) and prior schooling experiences.**
* **Instruction fosters ELs’ autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.**
* **Diagnostic tools and formative assessment practices are employed to measure students’ content knowledge, academic language competence, and participation in disciplinary practices.**

Further, English learners are a heterogeneous group with differences in cultural background, home language, socioeconomic status, educational experiences, and levels of English language proficiency. Educating these students effectively requires diagnosing each student instructionally, tailoring instruction to individual needs, and monitoring progress closely. For example, ELs who are literate in a home language that shares cognates with English can apply home-language vocabulary knowledge when reading in English; likewise, those with extensive schooling can use conceptual knowledge developed in another language when learning academic content in English. Students with limited or interrupted formal schooling (SLIFE) may need to acquire more background knowledge before engaging in the educational task at hand.

The Massachusetts Curriculum Framework for English language arts (ELA) and literacy articulates rigorous grade-level expectations in the domains of speaking, listening, reading, and writing to prepare all students, including ELs, for college and career. This document can be used in conjunction with language development standards designed to guide and track ELs’ progress toward English proficiency. Many English learners also benefit from instruction on negotiating situations outside of college and career—instruction that enables them to participate on equal footing with native speakers in all aspects of social, economic, and civic life. Whether academic, linguistic, or social, support for ELs must be grounded in respect for the great value that multilingualism and multiculturalism add to our society.

Students with Disabilities

The Massachusetts Curriculum Framework for English Language Arts (ELA) and literacy articulates rigorous grade-level expectations for reading, writing, speaking, and listening. . These standards identify the language arts knowledge and skills students need in order to be successful in college and careers. Students with disabilities—students eligible under the Individuals with Disabilities Education Act (IDEA)—must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. The standards provide an opportunity to improve access to rigorous academic content standards for students with disabilities. The continued development of understanding about research-based instructional practices and a focus on their effective implementation will help improve access to ELA and literacy standards for all students, including those with disabilities.

Students with disabilities are a heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their abilities to benefit from general education (IDEA 34 CFR §300.39, 2004). Therefore, *how* these high standards are taught and assessed is of the utmost importance in reaching this diverse group of students. In order for students with disabilities to meet high academic standards in all four domains of language, their instruction must incorporate supports and accommodations, including:

* Supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum (IDEA 34 CFR §300.34, 2004)
* An Individualized Education Program (IEP) which includes annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards. According to IDEA, an IEP includes appropriate accommodations that are necessary to measure the individual achievement and functional performance of a child
* Teachers and specialized instructional support personnel who are prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services

Promoting a culture of high expectations for all students is a fundamental goal of the Massachusetts Curriculum Frameworks. In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as:

* Instructional supports for learning based on the principles of Universal Design for Learning (UDL), which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression: UDL is defined by the Higher Education Opportunity Act (PL 110-135) as “a scientifically valid framework for guiding educational practice that (a) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (b) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient”
* Instructional accommodations (Thompson, Morse, Sharpe & Hall, 2005): changes in materials or procedures which do not change the standards but allow students to learn within the framework of the general curriculum
* Assistive technology devices and services to ensure access to the general education curriculum and the Massachusetts standards for ELA and literacy

Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs. These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but at the same time retain the rigor and high expectations of the Curriculum Framework.

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**A Note on International Sources for the Standards**

In the course of developing the Common Core State Standards, the writing team consulted numerous international models, including those from Ireland, Finland, New Zealand, Australia (by state), Canada (by province), Singapore, the United Kingdom, and others. Several patterns emerging from international standards efforts influenced the design and content of the Standards:

(1) *Other nations pay equal attention to what students read and how they read*. Many countries set standards for student reading by providing a reading list. The United Kingdom has standards for the “range and content” of student reading. While lacking the mandate to set particular reading requirements, the Standards nonetheless follow the spirit of international models by setting explicit expectations for the range, quality, and complexity of what students read along with more conventional standards describing how well students must be able to read.

(2) *Students are required to write in response to sources*. In several international assessment programs, students are confronted with a text or texts and asked to gather evidence, analyze readings, and synthesize content. The Standards likewise require students to “draw evidence from literary or informational texts to support analysis, reflection, and research” (Writing CCR standard 9).

(3) *Writing arguments and writing informational/explanatory texts are priorities*. The Standards follow international models by making writing arguments and writing informational/explanatory texts the dominant modes of writing in high school to demonstrate readiness for college and career

Glossary of Terms

***Note: The glossary will be updated further to align more closely with the updated standards once the draft standards undergo public comment.***

***This glossary contains terms found in the* Massachusetts Framework for English Language Arts and Literacy *as well as other terms related to reading and literature, writing, language, and discourse.***

**Academic language (Academic vocabulary)** The language of school and study; language proficiency required to succeed in academic work. Academic language refers to words that are used across subject areas (e.g., *judge, evaluate, refer, composition, decision*), as opposed to **domain-specific words and phrases** (e.g., *drama, integer, photosynthesis, millennium*).

**Adjective** A word that describes somebody or something. *Old, white, busy, careful,* and *horrible* are all adjectives. In English, adjectives come either before a **noun** or after linking **verbs** (e.g., *be, seem, look).* See **Phrase** for **Adjectival phrase**

**Adverb** A word that modifies a **verb**, an **adjective**, or another adverb. An adverb tells *how*, *when*, *where*, *why*, *how often*, or *how much* and can be cataloged in four basic ways: time, place, manner, and degree. See **Phrase** for **Adverbial phrase**

**Alliteration** The repetition of initial consonant sounds in words: for example, in *rough and ready*.

**Allusion** A reference to a familiar person, place, thing, or event. Allusions to biblical figures and figures from classical mythology are common in Western literature (e.g., *the patience of Job, a Herculean task*).

**Analysis** Careful study of parts of a whole and their relationships to one another. Literary analysis involves interpreting the meaning of a text and using **evidence** to support claims made in the interpretation.

**Archetype** An **image**, a descriptive detail, a **plot** pattern, or a **character** type that occurs frequently in literature, **myth**, religion, or folklore and is therefore believed to evoke profound emotions. For example, star-crossed lovers, a tragic **hero(ine)**.

**Argument** A speech, writing, or oral debate intended to convince by establishing truth. Most argumentation begins with a statement of an idea or **opinion**, which is then supported with logical and/or empirical **evidence**. Another technique of argumentation is the anticipation and rebuttal of opposing views (counterarguments). See **Opinion**

**Ask and answer** Formulate questions that lead to inquiry and deeper learning and respond to queries with claims and **evidence** sufficient and appropriate to support those claims. See Reading standard 1 in grades PK–3

**Aside** A **dramatic** device in which a **character** speaks his or her thoughts aloud, in words meant to be heard by the audience but not by the other characters.

**Assess** Gather data to better understand the meaning of a text.

**Assonance** The repetition of vowel sounds without the repetition of consonants: for example, in *lake* and *rain.* See **Consonance**

**Audience The intended reader,**

**Ballad** A poem in **verse** form that tells a story: for example, Ernest Thayer’s “Casey at the Bat.” See **Refrain**

**Category** A class or division of objects regarded as having particular shared characteristics. Sorting objects into categories (e.g., fruit, furniture, things that are red) is a key early reading and math skill and important in all academic areas.

**Character** A person who takes part in the action of a story or **drama**. Sometimes characters can be animals or imaginary creatures, such as those found in **early emergent reader texts.**

**Characterization (Character development)** The method(s) a writer uses to develop **characters**. Four basic methods of characterization are: (a) description of the character’s physical appearance; (b) revelation of the character’s nature through her or his own speech, thoughts, feelings, or actions; (c) description of a character through the speech, thoughts, feelings, or actions of other characters; and (d) a **narrator’s** direct comments about a character.

**Clause** A group of related words that has both a **subject** and a **predicate**. For example, *because the boy laughed.* See **Phrase**

**Dependent clause** Does not present a complete thought and cannot stand alone as a **sentence**. For example, *The boy went home from school because he was sick.*

**Independent clause** Presents a complete thought and can stand alone as a sentence. For example, *When she looked through the microscope, she saw paramecia.*

**Cliché** A trite or stereotyped **phrase** or expression (e.g., *it rained cats and dogs*); a hackneyed **theme**, **plot**, or situation in literature (e.g.,trouble duringa stormy night)*.*

**Cognates** Words having a common linguistic origin: for example, *café* and *coffee* both derive from the Turkish *gahveh.*

**Collaboration** The action of two or more people working together to produce or accomplish something.

**Conflict** In **narration**, the struggle between opposing forces that moves the **plot** forward. Conflict can be internal, occurring within a **character**, or external, between characters or between a character and an abstraction such as nature or fate.

**Connotation** The attitudes and feelings associated with a word. These associations can be negative or positive, and have an important influence on **style** and meaning. See **Denotation**

**Consonance** The repetition of consonant sounds within and at the ends of words: for example, in *lonely afternoon.* Often used with **assonance**, **alliteration**, and **rhyme** to create a musical quality, to emphasize certain words, or to unify a poem.

**(Author’s) craft** The artistic skill or technique with which an author puts together **narrative** and other elements in order to convey ideas, events, objects, etc.

**Denotation** The literal or dictionary definition of a word. See **Connotation**

**Dependent clause** See **Clause**

**Description** The process by which a writer uses words to create a picture of a scene, an event, or a **character**, or to report facts. In **literary texts**, a description contains carefully chosen details that appeal to the reader’s senses of sight, sound, smell, touch, or taste. See **Exposition, Narration**

**Dialect** A particular variety of language spoken in one place by a distinct group of people. A dialect reflects the colloquialisms, grammatical constructions, distinctive **vocabulary**, and pronunciations that are typical of a region. At times writers use dialect to establish or emphasize settings as well as for purposes of **characterization**.

**Dialogue** Conversation between two or more **characters** that, when effective, advances the action, is consistent with the character of the speakers, and serves to give relief from passages essentially descriptive or **expository**. See **Drama**

**Diction** An author’s or speaker’s choice of words based on their correctness, clearness, or effectiveness. See **Imagery, Style**

**Digraph** Two successive letters that make a single sound: for example, the *ea* in *bread*, the *ng* in *sing.*

**Diphthong** Speech sound beginning with one vowel sound and moving to another vowel sound within the same syllable: for example, *oy* in the word *boy.*

**Discipline-specific words and phrases** See **Domain-specific words and phrases**

**Discourse** Formal, extended expression of thought on a subject, either spoken or written. See **Rhetoric**

**Domain-specific words and phrases** Vocabulary specific to a particular field of study (domain or discipline): for example, *drama* in literature, *integer* in mathematics, *photosynthesis* in science, *millennium* in history.

**Drama(tic)** A play; a form of literature that is intended to be performed before an audience. Drama for stage is also called theatre. In a drama, the story is presented through the **dialogue** and the actions of the **characters**. See **Script,** Theatre in the standards of the *Massachusetts Arts Curriculum Framework*

**Early-emergent-reader texts** Texts consisting of short sentences comprised of learned sight words and consonant-vowel-consonant (CVC) words; may also include **rebuses** to represent words that cannot yet be decoded or recognized.

**Editing** A part of writing and preparing presentations concerned chiefly with improving the clarity, organization, conciseness, and appropriateness of expression relative to task, **purpose**, and audience. Editing often involves replacing or deleting words, phrases, and sentences that sound awkward or confusing and correcting errors in spelling, usage, mechanics, and **grammar**. See **Revising, Rewriting**

**Epic** A long **narrative**, often in the form of **poetry**, that tells of the deeds and adventures of a **hero** or **heroine**.

**Essay** A brief work of **nonfiction**. The purpose of an essay may be to express ideas and feelings, to **analyze**, to inform, to entertain, or to **persuade**. An essay can be formal—in an academic style—or informal, with a more humorous or personal tone and less conventional structure.

**Evaluate** To judge or determine the significance, worth, or quality of something.

**Evidence** Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an **analysis**, and that can be **evaluated** by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and results from experiments in the study of science. See **Argument**

**Explanatory text (Expository text)** Writing that is intended to make clear or to explain something using one or more of the following methods: identification, definition, classification, illustration, comparison, and/or **analysis**. In a play or a novel, *exposition* is the portion that helps the reader or audience understand the background or situation in which the work is set. In informative texts both the narrative and the text features serve to extend the explanation. See **Description, Informative text, Narration, Persuasion**

**Extended metaphor** A comparison between unlike things that serves as a unifying element throughout a series of sentences or a whole piece. An extended metaphor helps to describe a scene, an event, a character, or a feeling. See **Metaphor**

**Fable** A short, simple story that teaches a lesson. A fable usually includes animals that talk and act like people. See **Traditional narrative**

**Fairy tale** A story composed for, or told to, children that includes elements of magic and magical folk such as fairies, elves, or goblins. See **Traditional narrative**

**Fiction** Imaginative works of prose, primarily the **novel** and the **short story**. Although fiction may draw on actual events and real people, it springs mainly from the imagination of the writer. The purpose is to entertain as well as enlighten the reader by providing a deeper understanding of the human condition. See **Nonfiction, Informational text**

**Figurative language** Language that communicates ideas beyond the ordinary or literal meaning of the words: for example, **simile, metaphor,** or **personification.**

**Figure of speech** A literary device used to create a special effect or feeling, often by making some type of comparison. For example, **hyperbole, metaphor, simile,** or **understatement.**

**Fluency** An automatic recognition of words and the ability to rapidly decode and quickly check words for meaning; the ability to express oneself readily and effortlessly; automaticity.

**Focused question** A query narrowly tailored to task, purpose, and audience; a research query that is sufficiently precise to allow a student to achieve adequate specificity and depth within the time and format constraints.

**Folktale** A short narrative handed down through oral tradition, with various tellers and groups modifying it, so that it acquires cumulative authorship. Most folktales eventually move from oral tradition to written form. See **Traditional narrative, Tall tale**

**Foreshadowing** The use of hints or clues to indicate events that will occur in a literary text. Foreshadowing creates suspense and at the same time prepares the audience for what is to come.

**Genre** A category based on stylistic criteria. Examples of literary genres are the essay, novel, and drama. Visual art, film, music, and other disciplines also include various genres.

**Gerund** See **Verb**

**Grammar** The study of the structure and features of a language. Grammar usually consists of rules and standards to be followed.

**Hero(ine)** A mythological or legendary figure, often of divine descent, who is endowed with great strength or ability. The word is often broadly applied to the principal character in a literary work.

**Homograph** One of two or more words spelled alike but different in meaning and derivation or pronunciation: for example, the noun *conduct* and the verb *conduct; bow* (and arrow) *and bow* (of a boat)*.* See **Homonym, Homophone**

**Homonym** One of two or more words sometimes spelled alike and pronounced alike but different in origin and meaning: for example, *bear* (animal), *bear* (to support), and *bare* (exposed); *bay* (body of water) and *bay* (type of window). See **Homograph, Homophone**

**Homophone** One of two or more words pronounced alike but different in meaning, derivation, and sometimes spelling. For example, the words *to,* *too,* and *two* and the words *scale* (on a fish) and *scale* (weight measuring tool). See **Homonym, Homograph**

**Hyperbole** An intentional exaggeration for emphasis or comic effect: for example, *I’ve got a million things on my to-do list*.

**Idiom** A phrase or expression that means something different from what the words literally say. An idiom is usually understandable to a particular group of people. For example, *it’s over his head,* meaning *he doesn’t understand.*

**Images/Imagery** Words and phrases that create vivid sensory experiences for the audience. Most images are visual, but imagery may also appeal to the senses of smell, hearing, taste, or touch. See **Style**

**Independent clause** See **Clause**

**Independent(ly)** A description of a student performance done without help from a teacher, other adult, or peer; in the standards, often paired with ***proficient(ly*)** to suggest a successful student performance done without scaffolding.

**Inference** A conclusion drawn from **evidence** and reasoning.

**Infinitive** See **Verb**

**Informational text Nonfiction** writing in **narrative** or non-narrative form that is intended to define, describe, or explain through factual presentation.

**Irony** The contrast between expectation and reality. This incongruity has the effect of surprising the audience. Techniques of irony include **hyperbole**, **understatement**, and sarcasm.

**Integrate** To put together parts or elements and combine them into a whole.

**Jargon** Language used in a certain profession or by a particular group of people. Jargon is usually technical or abbreviated, and difficult for outsiders to understand. For example, *realia* and *CCR* in education.

**Literacy** The ability to read, write, speak, and understand in a designated language.

**Literary text** Fictional writing in **narrative**, **dramatic**, or **poetic** form; also literary **nonfiction**, which presents an accurate and well-researched interpretation of a subjectin a literary **prose** style (e.g., memoir, personal **essay**, travel journal).

**Main idea** In informational or **expository** writing, the central thought or overall position. The main idea or **thesis** of a piece, sometimes written in sentence form, is supported by details and **explanation**. See **Theme**

**Metaphor** A **figure of speech** that makes a comparison between two things that are basically different but have something in common. Unlike a **simile**, a metaphor does not contain the words *like* or *as*. An example of a metaphor is William Shakespeare’s *“Now is the winter of our discontent / Made glorious summer by this son of York / And all the clouds that low’r’d upon our house / In the deep bosom of the ocean buried.”* See **Figurative language**

**Meter** In **poetry**, the recurrence of a rhythmic pattern.

**Mood** The feeling or atmosphere that a writer or speaker creates for the audience. The use of **connotation**, details, **dialogue**, **imagery**, **figurative language**, **foreshadowing**, setting, and **rhythm** can help establish mood. See **Style, Tone**

**Moral** The lesson taught in a work such as a **fable**; a simple type of **theme**. For example, *Do not count your chickens before they are hatched* teaches that one should not number one’s fortunes or blessings until they appear.

**Myth** A traditional story passed down through generations that explains why the world is the way it is.

**Narration/Narrative** Writing that relates an event or a series of events; a story. Narration can be primarily imaginative—as in a **short story** or **novel**—or primarily factual—as in a newspaper account or a work of history. See **Description, Exposition**

**Narrator** The person or **voice** telling a story. The narrator can be a **character** in the story or a voice outside the action. Some works of **fiction** have multiple narrators. See **Point of view**

**Nonfiction** Writing about real people, places, and events. Unlike **fiction**, nonfiction is largely concerned with factual information, although the writer shapes the information according to her or his **purpose** and **perspective**. Biography, autobiography, and news articles are examples of nonfiction. See **Informational text**

**Noun** A word that is the name of something: a person, place, thing, or idea (e.g., a quality or action). For example:

**Abstract** *childhood*

**Collective**  *audience*

**Common** *book*

**Possessive** *book’s, books’*

**Proper** *Boston*

**Singular/Plural/Irregular plural** *cat, cats, man, men*

**Novel** An extended work of **fiction**. Like a **short story**, a novel is essentially the product of a writer’s imagination. Because the novel is much longer than the short story, the writer can develop a wider range of **characters** and a more complex **plot**.

**Onomatopoeia** The use of a word whose sound suggests its meaning: for example, *clang, buzz,* or *twang.*

**Onset** The part of a syllable that precedes the vowel: for example, */h/* in *hop,* */sk/* in *scotch,* or */str/* in *strip.* Some syllables have no onset: for example, *un* or *on.* See **Rime**

**Opinion writing and speaking** Writing or speaking intended to convince the audience that a position is valid or that the audience should take specific action. Differs from informative writing in that it does more than explain; it takes a stand and endeavors to persuade the audience to take the same position. See **Argument/Argumentation**

**Oral** Pertaining to spoken words. A student delivering a presentation to classmates is giving an oral report. Oral language is an important component of early literacy and language development. See **Verbal**

**Palindrome** A word, phrase, or sentence that reads the same backward or forward: for example, *Able was I ere I saw Elba.*

**Paradox** A statement that seems to contradict itself but in fact reveals some element of truth. A special kind of paradox is the oxymoron, which brings together two contradictory terms: for example, *cruel kindness* and *brave fear.*

**Parallel structure** The same grammatical structure of parts within a sentence or of sentences within a paragraph. For example, the following sentence contains parallel **infinitive** phrases: *He wanted to join the swim team, to be a high diver, and to swim in relays.*

**Parody** Like a caricature in art, parody in literature mimics a subject or a style. Its purpose may be to ridicule, to broaden understanding of, or to add insight to the original work. An example of parody is Alexander Pope’s mock-epic *The Rape of the Lock*.

**Participle** See **Verb**

**Personification** A form of **metaphor** in which language relating to human action, motivation, and emotion is used to refer to non-human agents or objects or abstract concepts. For example, *The weather is smiling on us today; Love is blind.* See **Metaphor, Figure of speech, Figurative language**

**Perspective** A position from which something is considered or **evaluated**; standpoint. See **Point of view**

**Persuasion/Persuasive writing** Writing intended to convince the reader that a position is valid or that the reader should take a specific action. Differs from **exposition** in that it does more than explain; it takes a stand and urges the reader to take the same position.

**Phonemic awareness** Awareness of the sounds (phonemes) represented by letters and clusters of letters that make up spoken words. Such awareness is demonstrated, in the ability to segment the sounds in words. Phonemic awareness is an important precursor to early reading.

**Phonological awareness** Awareness of the constituentsounds of words in learning to read and spell. Constituents of a word (e.g., *book*) may be distinguished in three ways: by syllables (*/book/*), by **onsets** and **rimes** (*/b/* and */ook/*), or by **phonemes** (*/b/* and */oo/* and */k/*).

**Phoneme** The smallest unit of speech sound that makes a difference in communication. For example, *fly* consists of three phonemes: */f/ - /l/ - /`I/.*

**Phonetic** Words are sometimes referred to as phonetic when pronunciation may be accurately predicted from their spellings (e.g., *hit,* in contrast to *colonel)*. See **Phonics**

**Phonics** A way of teaching the code-based portion of reading and spelling that stresses symbol-sound relationships; especially important in beginning reading instruction.

**Phrase** A series of related words that lacks either a **subject** or a **predicate** or both: for example, *by the door* or *opening the box*. See **Clause**

**Adjectival phrase** A phrase that modifies a **noun** or a **pronoun**. **Infinitive** phrases (e.g., *He gave his permission* *to paint the wall*), prepositional phrases (*I sat next to a boy with red hair*), and **participial** phrases (*His voice, cracked by fatigue, sounded eighty years old*) can all be used as adjectival phrases. See **Adjective**

**Adverbial phrase** A phrase that modifies a **verb**, an **adjective**, or another adverb. **Infinitive** phrases (e.g., *The old man installed iron bars on his windows to stop intruders*) or prepositional phrases (*The boys went to the fair*) can be used as adverbial phrases. See **Adverb**

**Plot** The action or sequence of events in a story. Plot is usually a series of related incidents that builds and grows as the story develops. There are five basic elements in a typical plot line: **exposition**, rising action, climax, falling action, and resolution or denouement.See **Conflict**

**Poetry** A creative response to experience reflecting a keen awareness of language, often characterized by a **rhyme scheme** or by **rhythm** far more regular than that of **prose**.

**Point of view** The vantage point from which a story is told, chiefly occurring in **literary texts**. For example, in the first-person or narrative point of view, the story is told by one of the **characters**; in the third-person or omniscient point of view, the story is told by someone outside the story. More broadly, the position or **perspective** conveyed or represented by an author, narrator, speaker, or **character**.

**Predicate** The part of a complete **sentence** or **clause** that contains a **verb**: for example, *Juan moved the chess piece*. See **Subject**

**Prefix** A word part that is added to the beginning of a base word, **root**, or root word that changes the sense or meaning of the root or word. For example, *dis-* added to *comfort* forms a word meaning the opposite of the original. See **Suffix**

**Print or digital (texts, sources)** Sometimes added for emphasis to stress that a given standard is particularly likely to be applied to electronic as well as traditional texts; the standards are generally assumed to apply to both.

**Proficient(ly)** A description of a student performance that meets the criterion established in the standards as measured by a teacher or assessment. In the standards, often paired with ***independent(ly*)** to suggest a successful student performance done without scaffolding; in the Reading standards, describes the act of reading a text with comprehension.

**Pronoun** A word that takes the place of a **noun** or noun **phrase** (e.g., *I/me/my, you/you/your, he/him/his, she/her/her, it/it/its, we/us/our, you/you/your, they/them/their; few, many; someone, everyone; myself, themselves*). Different forms of pronouns are used depending on their function in a sentence (e.g*., I borrowed the book from him and he later returned it to me*).

**Pronoun antecedent** A noun to which a pronoun refers, and to which it agrees in number and person (e.g., *Rachel* *finished reading the book, and then she took a nap* or *The members of the commission voted and their decision was unanimous*.)

**Prose** Writing or speaking in the usual or ordinary form, in contrast with **poetry**.

**Purpose** The reason something is done or used; the aim or intention of something.

**Pun** A joke that is created by a unique and specific combination of words. It can make use of a word’s multiple meanings or rhyme.

**Read closely** An approach to interpretation of text that relies on the words and phrases in the text and their relationships to one another. It emphasizes learning to notice **metaphors** or s**ymbols**, interesting juxtapositions of information, ambiguities, word choices, **structures**, and the ways any of these convey meaning. Reading closely requires texts with deeper meanings that require **analysis** and interpretation. See **Text complexity**

**Rebus** A mode of expressing words by using pictures of objects whose names resemble those words.

**Recount** To tell somebody about something, especially a personal experience.

**Register**  A variety of a language used for a particular **purpose** or in a particular social setting. Thus the appropriate language register depends upon the audience (who), the topic (what), purpose (why), and location (where).

**Refrain** One or more words repeated at intervals in a poem, usually at the end of a **stanza**; often the last line of each stanza in a **ballad**. Used to present different **moods** or ideas, as with Edgar Allen Poe’s use of *Nevermore* in “The Raven.”

**Research** Systematic inquiry into a subject or problem in order to discover, verify, or revise relevant facts or principles related to the subject or problem.

**Retell** To tell a story again, often in a different way.

**Revising** A part of writing and preparing presentations concerned chiefly with a reconsideration and reworking of the content of a text relative to task, purpose, and audience. Compared to **editing**, revising is a larger-scale activity often associated with the overall content and structure of a text. See **Rewriting**

**Rewriting** A part of writing and preparing presentations that involves largely or wholly replacing a previous, unsatisfactory effort with a new effort, better aligned to task, **purpose**, and audience, on the same or a similar topic or theme. Compared to **revising**, rewriting is a larger-scale activity more akin to replacement than to enhancement. See **Editing**

**Rhetoric** The art of effective expression and the **persuasive** use of language. See **Discourse**

**Rhyme scheme** In **poetry**, the pattern in which rhyme sounds occur in a **stanza.**

**Rhythm** The pattern of stressed and unstressed syllables in a line of **poetry**. Poets use rhythm to bring out the musical quality of language, to emphasize ideas, to create **mood**, to unify a work, and/or to heighten emotional response.

**Rime** The vowel and any consonants that follow it in a syllable: for example, */ook/* in *book* or *brook*, */ik/* in *strike*, or */a/* in *play*. See **Onset**

**Root (word)** A word or word element to which **prefixes** and **suffixes** may be added to make other words. For example, to the root *liter* (Greek, meaning *letter)*, the prefix *il-* and the suffix *-ate* and to the root word *read,* the prefix *un-* andsuffix *-able* can be added to create new words.

**Satire** A literary technique in which ideas, customs, behaviors, or institutions are ridiculed for the purpose of improving society: for example, Jonathan Swift’s *A Modest Proposal*. Satire may be gently witty, mildly abrasive, or bitterly critical, and often uses exaggeration for effect.

**Script** The text of a play, motion picture, radio broadcast, or prepared speech, including any **dialogue** and stage directions.

**Sentence** A group of words expressing one or more complete thoughts.

**Simple Sentence** *I sailed the boat fearlessly.*

**Compound Sentence** *I sailed the boat well, and no one else in the race had a chance of winning.* (two independent clauses linked by a conjunction)

**Complex Sentence** *I sailed the boat, which was pretty hard to handle.* (an independent clause and at least one dependent clause)

**Complex-Compound Sentence** *I sailed the boat, which was hard to handle, and I even finished first in the race.* (two or more independent clauses and at least one dependent clause)

**Setting** The time and place of the action in a story, play, or poem.

**Short story** A brief fictional work that usually contains one major **conflict** and at least one main **character**. See **Novel**

**Simile** A comparison of two unlike things in which a word of comparison (often *like* or *as*) is used: for example, Maya Angelou’s *She stood in front of the altar, shaking like a freshly caught trout.* See **Metaphor**

**Sonnet** A poem consisting of fourteen lines of iambic pentameter that follow a specific **rhyme scheme**. See **Poetry**

**Source** A text used largely for informational purposes, as in research.

**Standard English** The most widely accepted and understood form of expression in English; in these standards, refers to standard United States English.

**Standard English conventions** The widely accepted practices in English punctuation, **grammar**, usage, and spelling that are taught in schools and usually employed by educated speakers and writers of English; in these standards, refers to standard United States English conventions.

**Stanza** A recurring grouping of two or more **verse** lines of the same length, metrical form, and, often, **rhyme scheme**. See **Poetry**

**Structure** Anything composed of parts arranged together in some way; the relationships or organization of the component parts of a work of art or literature.

**Style** A writer’s unique way of communicating ideas; the particular way a piece is written, not only in what is said but in how it is said. Literary elements contributing to style include **diction**, **syntax**, **tone**, **figurative language**, and use of **dialogue**.

**Subject** The part of a complete **sentence** or **clause** containing a **pronoun** or **noun** that shows what the sentence or clause is about: for example, *Juan moved the chess piece* or *The blustery wind and cold weather were shocking*. See **Predicate**

**Suffix** A word part that is added to the end of a root word, base word, or **root** establishing that word’s part of speech. For example, the suffix *-ly* added to the **adjective** *immediate* creates the **adverb** *immediately*. See **Prefix**

**Summarize** Give a brief statement of the main points of something.

**Symbol** A person, place, or object that represents something beyond itself. Symbols can succinctly communicate complicated, emotionally rich ideas.

**Symbolism** In literature, the serious and extensive use of **symbols**.

**Synonym** A word that has a meaning identical with, or very similar to, that of another word in the same language. For example, in some situations, *right* is a synonym of *correct.*

**Syntax** The way in which words are put together to form constructions such as **phrases** or **sentences**.

**Tall tale** A distinctively American type of humorous story characterized by exaggeration. Tall tales and practical jokes have similar kinds of humor; in both, someone gets fooled, to the amusement of the person or persons who know the truth. See **Traditional narrative, Folktale**

**Technical subjects** A course devoted to a practical study, such as engineering, technology, design, business, or other workforce-related subjects; the technical aspect of a wider field of study, such as art or music.

**Text complexity** The inherent difficulty of reading and comprehending a text, combined with consideration of reader and task variables; in these standards, evaluated using a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations. See pages X–X of this document and Appendix A of the *Common Core State Standards* for a larger discussion of text complexity.

**Theme** A central idea or abstract concept that is made concrete through representation in person, action, and image. Like a **thesis**, theme implies a **subject** and **predicate** of some kind: for instance, not just *vice* as a standalone word, but a proposition such as *Vice seems more interesting than virtue but turns out to be destructive.* Sometimes the theme is directly stated in a work, and sometimes it is revealed indirectly. A given work may have more than one theme. See **Main idea, Moral**

**Thesis** An attitude or position taken by a writer or speaker with the purpose of proving or supporting it; also, the paper written in support of the thesis. See **Main idea, Theme**

**Tone** An expression of a writer’s attitude toward a subject. Unlike **mood**, which is intended to shape the reader’s emotional response, tone reflects the feelings of the writer. Tone can be serious, humorous, sarcastic, playful, ironic, bitter, or objective. See **Style**

**Traditional narrative** The knowledge and beliefs of cultures that are transmitted by word of mouth, including both **prose** and verse **narratives**, poems and songs, **myths**, **dramas**, rituals, **fables**, proverbs, and riddles. Traditional narrative exists side by side with the growing written record. See **Folktale, Tall tale**

**Trickster tale** Story relating the adventures of a mischievous supernatural being given to capricious acts of sly deception, who often functions as a cultural hero or symbolizes the ideal of a people.

**Understatement** A technique of creating emphasis by saying less than is actually or literally true. Understatement is the opposite of **hyperbole** or exaggeration, and can be used to create humor as well as biting satire.

**Verb** A word, or set of words, that expresses action or state of being.

**Verbal** [noun] A word that is derived from a verb and has the power of a verb, but acts like another part of speech. Like a verb, a verbal may be attached to an object, a modifier, and sometimes a **subject**; but unlike a verb, a verbal functions like a **noun**, an **adjective**, or an **adverb**. Three types of verbals are gerunds, infinitives, and participles.

**Gerund** A verb form that ends in *-ing* and is used as a noun: for example, *Cooking is an art.*

**Infinitive** A verb form that is usually introduced by *to.* The infinitive may be used as a noun or as a modifier. For example, an infinitive can be used as a direct object *(The foolish teenager decided to smoke),* as an adjective (*The right to smoke in public is now in serious question),* or as an adverb *(It is illegal to smoke* *in public buildings)*.

**Participle** A verb form ending in *-ing* or *-ed*. A participle functions like a verb because it can be paired with an object; a participle functions like an adjective because it can modify a noun or pronoun. For example, *a glowing coal, a beaten dog*.

**Verb Mood** Indicative (e.g., *I am going*), imperative (*Go!*), interrogative (*Are you going?*), conditional (*If I go*…), subjunctive (*I ask that you go*…)

**Verb Tense** Present (e.g., *I walk*), past (*I walked*), future (*I will walk*), progressive (*I am walking, I was walking, I will be walking*), perfect (*I have walked, I had walked, I will have walked*)

**Verb Voice** The order of words that indicates whether the subject is acting or being acted upon—*active voice* indicates that the subject is acting, doing something (e.g., *Benjamin Franklin discovered the secrets of electricity*; *passive voice* indicates that the subject is being acted upon (*The secrets of electricity were discovered by Benjamin Franklin.*)

**Verbal** [adjective] Pertaining to words, either written or spoken (e.g., *Her verbal explanation supported the diagram*). See **Oral**

**Verse** A unit of **poetry** such as a **stanza** or line.

**Vocabulary** Words known or used by a person or group that represent concepts or ideas and meanings that are understood; all the words of a language.

**Voice** (1) A writer’s unique use of language that allows a reader to perceive a human personality in her or his writing. The elements of **style** that determine a writer’s voice include sentence structure, **diction**, and **tone**. (2) The **narrator** of a selection. See **Verb** for **Verb Voice**

A Literary Heritage:

**Suggested Authors, Illustrators, and Works**

**From the Ancient World to About 1970**

All American students should acquire knowledge of a range of literary works reflecting a common literary heritage that goes back thousands of years to the ancient world. In addition, all students should become familiar with some of the outstanding works in the rich body of literature that is their particular heritage in the English-speaking world, which includes the first literature in the world created just for children, whose authors viewed childhood as a special period in life.

The suggestions below constitute a core list of those authors, illustrators, or works that comprise the literary and intellectual capital drawn on by those who write in English, whether for novels, poems, nonfiction, newspapers, or public speeches, in this country or elsewhere. The next section of this document contains a second list of suggested contemporary authors and illustrators—including the many excellent writers and illustrators of children’s books of recent years—and highlights authors and works from around the world.

In planning a curriculum, it is important to balance depth with breadth. As teachers in schools and districts work with this curriculum framework to develop literature units, they will often combine literary and informational works from the two lists into thematic units. Exemplary curriculum is always evolving—we urge districts to take initiative to create programs meeting the needs of their students.

The lists of suggested authors, illustrators, and works are organized by grade clusters: pre-K–2, 3–4, 5–8, and 9–12. Certain key works or authors are repeated in adjoining grade spans, giving teachers the option to match individual students with the books that suit their interests and developmental levels. The decision to present a grades 9–12 list (as opposed to grades 9–10 and 11–12) stems from the recognition that teachers should be free to choose selections that challenge, but do not overwhelm, their students.

## Grades pre-K–8 selections have been reviewed by the editors of The Horn Book Magazine.

See Appendix B of the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* for additional suggestions.

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| **Grades Pre-K–2** | | | |
| **Traditional Literature and Poetry**  **for Reading, Listening, and Viewing** | | **Picture Book Authors and Illustrators** | |
| **Traditional Literature**  Aesop’s fables  Rudyard Kipling’s *Just So Stories*  Selected Grimm and Hans Christian Andersen fairy tales  Selected French fairy tales  The Bible as literature: tales including Jonah and the whale, Daniel and the lion’s den, Noah and the ark, Moses and the burning bush, the story of Ruth, David and Goliath | **Poetry**  Mother Goose nursery rhymes  John Ciardi  Rachel Field  David McCord  A. A. Milne  Christina Rossetti | Edward Ardizzone  Ludwig Bemelmans  Margaret Wise Brown  John Burningham  Virginia Lee Burton  Randolph Caldecott  Edgar Parin and Ingri D’Aulaire Wanda Gág  Kate Greenaway  Shirley Hughes  Crockett Johnson | Ruth Kraus  Robert Lawson  Munro Leaf  Robert McCloskey  A. A. Milne  Else Holmelund Minarik  William Pène du Bois  Beatrix Potter  Alice and Martin Provensen  H. A. and Margaret Rey  Maurice Sendak  Dr. Seuss (Theodore Geisel) |

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| **Grades 3–4,**  **in addition to the grades pre-K–2 selections** | | | |
| **Traditional Literature** | **American**  **Authors and Illustrators** | **British**  **Authors and Illustrators** | **British and American Poets** |
| Greek, Roman, and Norse myths  Stories about King Arthur and Robin Hood  Myths and legends of indigenous peoples of North, Central, and South America  American folktales and legends  Asian and African folktales and legends  The Bible as literature:  Tales including Adam and Eve, Cain and Abel, David and Jonathan, the Prodigal Son, and the visit of the Magi; well-known psalms (e.g., 23, 24, 46, 92, 121, 150) | Natalie Babbitt  L. Frank Baum  Beverly Cleary  Elizabeth Coatsworth  Mary Mapes Dodge  Elizabeth Enright  Eleanor Estes  Jean Craighead George  Sterling North  Howard Pyle  Carl Sandburg  George Selden  Louis Slobodkin  James Thurber  E. B. White  Laura Ingalls Wilder | Michael Bond  Frances Hodgson Burnett  Lewis Carroll  Kenneth Grahame  Dick King-Smith  Edith Nesbit  Mary Norton  Margery Sharp  Robert Louis Stevenson  P. L. Travers | Stephen Vincent and Rosemarie Carr Benét  Lewis Carroll  John Ciardi  Rachel Field  Robert Frost  Langston Hughes  Edward Lear  Myra Cohn Livingston  David McCord  A. A. Milne  Laura Richards |

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| **Grades 5–8,**  **in addition to the grades pre-K–4 selections** | | | |
| **Traditional Literature** | **American Authors and Illustrators** | **British Authors and Illustrators** | **British and American Poets** |
| Grimms’ fairy tales  French fairy tales  Tales by Hans Christian Andersen and Rudyard Kipling  Aesop’s fables  Greek, Roman, or Norse myths  Stories about King Arthur, Robin Hood, Beowulf and Grendel, St. George and the Dragon  Myths and legends of indigenous peoples of North, Central, and South America  American folktales and legends  Asian and African folktales and legends  The Bible as literature:  Old Testament: Genesis, Ten Commandments,  Psalms and Proverbs  New Testament: Sermon on the Mount, parables | Louisa May Alcott  Lloyd Alexander  Isaac Asimov  Natalie Babbitt  L. Frank Baum  Nathaniel Benchley  Ray Bradbury  Carol Ryrie Brink  Elizabeth Coatsworth  Esther Forbes  Paula Fox  Jean Craighead George  Virginia Hamilton  Bret Harte  O. Henry (William Sydney Porter)  Washington Irving  Jack London  L. M. Montgomery  Sterling North  Scott O’Dell  Edgar Allan Poe  Howard Pyle  Marjorie Kinnan Rawlings  Elizabeth Speare  Booth Tarkington  James Thurber  Mark Twain (Samuel Clemens)  E. B. White  N. C. Wyeth | James Barrie  Lucy Boston  Frances Hodgson Burnett  Lewis Carroll  Carlo Collodi  Daniel Defoe  Charles Dickens  Arthur Conan Doyle  Leon Garfield  Kenneth Grahame  Rudyard Kipling  C. S. Lewis  George MacDonald  Edith Nesbit  Mary Norton  Philippa Pearce  Arthur Rackham  Anna Sewell  William Shakespeare  Isaac Bashevis Singer  Johanna Spyri  Robert Louis Stevenson  Jonathan Swift  J. R. R. Tolkien  T. H. White | William Blake  Lewis Carroll  John Ciardi  Rachel Field  Robert Frost  Langston Hughes  Edward Lear  Henry Wadsworth Longfellow  David McCord  Ogden Nash  Richard Wilbur |

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| **Grades 9–12,**  **in addition to the grades 5–8 selections** | | | | | | |
| **Traditional Literature** | **American Literature:**  **Historical Documents of**  **Literary and Philosophical Significance** | | | **18th and 19th Century:**  **American Memoirs and Essays, Poetry, and Fiction** | | |
| A higher level re-reading of Greek mythology  Classical Greek drama:  Aeschylus    Sophocles  Substantial selections from epic poetry:  Homer’s *Iliad* and *Odyssey*  Virgil’s *Aeneid*  The Bible as literature:  *Genesis*  Ten Commandments  Selected psalms and proverbs  *Job*  Sermon on the Mount  Selected parables | The Declaration of Independence (1776)  The United States Constitution (1787) and Bill of Rights (1791)  Selected Federalist Papers (1787–1788)  George Washington’s Farewell Address (1796)  Selections from Alexis de Tocqueville, *Democracy in America*, volumes I and II (1835, 1839)  The Seneca Falls Declaration of Sentiments and Resolutions (1848)  Sojourner Truth, “Ain’t I a Woman?” speech (1851)  Frederick Douglass, Independence Day speech (1852)  Abraham Lincoln, “House Divided” speech (1858),  Gettysburg Address (1863), Second Inaugural Address (1865)  Theodore Roosevelt, “The New Nationalism” speech (1910)  Woodrow Wilson, “Peace without Victory” speech (1917)  Franklin Delano Roosevelt, “Four Freedoms” speech (1941)  William Faulkner, Nobel Prize Lecture (1950)  John F. Kennedy, inaugural speech (1961)  Martin Luther King, Jr., “Letter from Birmingham City Jail” (1963), “I Have a Dream” speech (1963)  Lyndon Johnson, speech to Congress on voting rights (1965)  Excerpts from Supreme Court decisions; e.g.,  *Dred Scott v. Sandford* (1857)  *Plessy v. Ferguson* (1896)  *Brown v. Board of Education* (1954)  **For additional selections, see the *Massachusetts History and Social Science Curriculum Framework*** | | | **Memoirs and Essays**  Frederick Douglass  Olaudah Equiano  Benjamin FranklinAngelina and Sarah Grimké  Thomas Jefferson  Thomas Paine  Henry David Thoreau  Mark Twain (Samuel Clemens)  **Poetry**  Emily Dickinson  Paul Laurence Dunbar  Henry Wadsworth Longfellow  Edgar Allan Poe  Phillis Wheatley  Walt Whitman  **Fiction**  James Fenimore Cooper  Stephen Crane  Nathaniel Hawthorne  Henry James  Herman Melville  Edgar Allan Poe  Harriet Beecher Stowe | | |
| **Grades 9–12,**  **in addition to the grades 5–8 selections** | | | | | |
| **20th century to about 1970:**  **American Memoirs and Essays, Poetry, Fiction, and Drama** | | | | | |
| **Memoirs and Essays**  Henry Adams  James Baldwin  Rachel Carson  W. E. B. Du Bois  John Gunther  John Hersey  Richard Hofstadter  Helen Keller  Martin Luther King, Jr.  H. L. Mencken  Eleanor Roosevelt  Franklin D. Roosevelt  Robert Penn Warren  Booker T. Washington  E. B. White  Richard Wright  Malcolm X  Memoirs and other works about the immigrant experience (e.g., Abraham Cahan, Younghill Kang, Leo Rosten, Ole Rølvaag, Anzia Yezierska) | | **Poetry**  Louise Bogan  Arna Bontemps  E. E. Cummings  Richard Eberhart    Robert Frost  Allen Ginsberg    Randall Jarrell  Robinson Jeffers  Amy Lowell  Robert Lowell  Edgar Lee Masters  Edna St. Vincent Millay  Marianne Moore  Sylvia Plath  Ezra Pound  John Crowe Ransom  Edward Arlington Robinson  Theodore Roethke  Wallace Stevens  Allen Tate  Sara Teasdale  William Carlos Williams | **Fiction**  James Agee  Saul Bellow  Ray Bradbury  Pearl Buck  Truman Capote  Willa Cather  Theodore Dreiser  Ralph Ellison  William Faulkner  Jessie Fauset  F. Scott Fitzgerald  Charlotte Perkins Gilman  Joseph Heller  Ernest Hemingway  O. Henry (William Sydney Porter)  Zora Neale Hurston  James Weldon Johnson  Ken Kesey  Harper Lee  Bernard Malamud  Carson McCullers  Edwin O’Connor  Flannery O’Connor  Katherine Anne Porter  J. D. Salinger | | William Saroyan  Betty Smith John Steinbeck  James Thurber  Jean Toomer  Robert Penn Warren  Edith Wharton  Thomas Wolfe  **Drama**  Maxwell Anderson  Lorraine Hansberry  Lillian Hellman  Jerome Lawrence and Robert E. Lee  Archibald MacLeish  Carson McCullers  Arthur Miller  Eugene O’Neill  William Saroyan  Robert Sherwood  Orson Welles  Thornton Wilder  Tennessee Williams |

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| **Grades 9–12,**  **in addition to the grades 5–8 selections** | | |
| **British and European Literature\*:**  **Essays, Poetry, and Drama** | | |
| **Essays**  Joseph Addison  Sir Francis Bacon  Winston Churchill  Charles Darwin  Simone de Beauvoir  Denis Diderot and other Encyclopédistes  E. H. Gombrich *(art history)*  Samuel Johnson in “The Rambler”  Arthur Koestler  Charles Lamb  C. S. Lewis  Michel de Montaigne  George Orwell  Jean-Jacques Rousseau  John Ruskin  Jonathan Swift  Alexis de Tocqueville  Voltaire (François-Marie Arouet)  Rebecca West  Mary Wollstonecraft  Leonard Woolf  Virginia Woolf  Emile Zola | **Poetry**  Selections from Geoffrey Chaucer’s *Canterbury Tales*  *Epic poetry:*  Dante Alighieri  John Milton  *Sonnets:*    William Shakespeare    Edmund Spenser  *Metaphysical poetry:*  John Donne  George Herbert  Andrew Marvell  *Romantic poetry:*  William Blake  Lord Byron  Samuel Taylor Coleridge  John Keats  Percy Bysshe Shelley  William Wordsworth  *Victorian poetry:*  Matthew Arnold  Elizabeth Barrett Browning  Robert Browning  Dante Gabriel Rossetti  Alfred, Lord Tennyson | **Drama**  Samuel Beckett  Robert Bolt  Bertolt Brecht  Pedro Calderón de la Barca  Anton Chekhov  William Congreve  Carlo Goldoni  Henrik Ibsen  Eugène Ionesco  Molière (Jean-Baptiste Poquelin)  Sean O’Casey  Luigi Pirandello  Jean Racine  Terrence Rattigan  Jean-Paul Sartre  William Shakespeare  Richard Brinsley Sheridan  John Millington Synge  Oscar Wilde |

\* Many of these authors wrote partly or entirely in languages other than English. Some of their work may be accessible in the original to English learners or to students studying world languages in school. Others have been translated into English more than once, and teachers may wish to have students compare different translations of the same material as a close reading activity.

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| **Grades 9–12,**  **in addition to the grades 5–8 selections** | |
| **British and European Literature:**  **Fiction\*** | |
| Selections from an early novel:  Miguel de Cervantes’ *Don Quixote*  Henry Fielding’s *Joseph Andrews*  Oliver Goldsmith’s *The Vicar of Wakefield*  Selections from John Bunyan’s allegory, *Pilgrim’s Progress*  Satire, or mock epic, verse or prose:  Lord Byron  Alexander Pope  Jonathan Swift | **20th Century**  Albert Camus  Arthur Conan Doyle  E. M. Forster  André Gide  William Golding  Robert Graves  Graham Greene  Herman Hesse  Aldous Huxley  James Joyce  Franz Kafka  D. H. Lawrence  W. Somerset Maugham  Vladimir Nabokov  George Orwell  Marcel Proust  Rainer Maria Rilke  Jean-Paul Sartre  Evelyn Waugh  Virginia Woolf |
| **19th Century**  Jane Austen  Honoré de Balzac  Emily Brontë  Joseph Conrad  Charles Dickens  Fyodor Dostoevsky  George Eliot (Mary Ann Evans)  Nikolai Gogol  Thomas Hardy  Victor Hugo  Mary Shelley  Leo Tolstoy  Ivan Turgenev  Émile Zola |

\* Many of these authors wrote partly or entirely in languages other than English. Some of their work may be accessible in the original to English learners or to students studying world languages in school. Others have been translated into English more than once, and teachers may wish to have students compare different translations of the same material as a close reading activity.

A Literary Heritage:

**Suggested Contemporary Authors and Illustrators;**

**Suggested Authors in World Literature**

All students should be familiar with American authors and illustrators of the present and those who established their reputations after the 1960s, as well as important writers from around the world, both historical and contemporary. Beginning in the last half of the 20th century, the publishing industry in the United States devoted increasing resources to children’s and young adult literature created by writers and illustrators from a variety of backgrounds. Many newer anthologies and textbooks offer excellent selections of contemporary and world literature.

As they choose works for class reading or suggest books for independent reading, teachers should ensure that their students are both engaged and appropriately challenged by their selections. The following lists of suggested authors and illustrators are organized by grade clusters (pre-K–2, 3–4, 5–8, and 9–12), but these divisions are far from rigid, particularly for the elementary and middle grades. Many contemporary authors write stories, poetry, and nonfiction for very young children, for students in the middle grades, and for adults as well. As children become independent readers, they often are eager and ready to read authors that may be listed at a higher level.

The lists below are provided as a starting point; they are necessarily incomplete because excellent new writers appear every year. As all English teachers know, some authors have written many works, not all of which are of equally high quality. We expect teachers to use their literary judgment in selecting any particular work. It is hoped that teachers will find here many authors with whose works they are already familiar, and will be introduced to yet others.

Parents and teachers are also encouraged to select books from the following awards lists, past or present:

The Newbery Medal

The Caldecott Medal

The ALA Notable Books

The Sibert Medal (informational books)

The Geisel Award (easy readers)

The Pura Belpre Award (Latino experience)

The Coretta Scott King Awards (African American experience)

The Boston Globe-Horn Book Awards

The Scott O’Dell Award for Historical Fiction (American)

## Grades pre-K–8 selections have been reviewed by the editors of The Horn Book Magazine.

See Appendix B of the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* for additional suggestions.

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| **Grades Pre-K–2**  **Folklore, Fiction, and Poetry** | | | | |
| Jon Agee *(fiction, wordplay)*  Edward Ardizzone *(multi-genre, including picture books about Tim)*  Molly Bang *(folklore, easy readers)*  Jan Brett *(fiction: animals)*  Norman Bridwell *(fiction: Clifford)*  Raymond Briggs *(fiction: The Snowman)*  Marcia Brown *(multi-genre, including folklore)*  Anthony Brown *(fiction)*  Marc Brown *(fiction: Arthur)*  Ashley Bryan *(folktales: Africa, poetry)*  John Burningham *(realistic fiction, fantasy)*  Eric Carle *(fiction: animals – Very Hungry Caterpillar)*  Lucille Clifton *(poetry)*  Barbara Cooney *(multi-genre, including folklore: Miss Rumphius)*  Nina Crews *(fiction)*  Doreen Cronin *(fiction: humor)*  Tomie dePaola *(multi-genre, including folklore, family stories)*  Leo and Diane Dillon *(illustrators, folklore)*  Rebecca Kai Dotlich *(poetry)*  Douglas Florian *(poetry)*  Mem Fox *(fiction)*  Marla Frazee *(fiction)*  Don Freeman *(fiction: Corduroy)*  Mordecai Gerstein *(multi-genre)*  Bob Graham *(fiction)*  Eloise Greenfield (*multi-genre,*  *including poetry)*  Mini Grey *(fiction)*  Kevin Henkes *(fiction, including the Lilly books)*  Russell and Lillian Hoban *(fiction: Frances)*  Mary Ann Hoberman *(poetry)*  Shirley Hughes *(realistic fiction: Alfie stories, Tales of Trotter Street)* | Trina Schart Hyman *(folklore, illustrator)*  Rachel Isadora *(folklore)*  G. Brian Karas *(multi-genre, illustrator)*  Ezra Jack Keats *(fiction)*  Holly Keller *(realistic fiction)*  Steven Kellogg *(fiction)*  Betsy Lewin *(fiction)*  Leo Lionni *(fiction: animal)*  Arnold Lobel *(fiction: animal)*  Gerald McDermott *(folklore)*  Patricia McKissack *(multi-genre, including folktales, realistic stories)*  Kate and Jim McMullan *(fiction; humor)*  James Marshall *(fiction, folktales, easy readers)*  Bill Martin, Jr. *(fiction)*  Emily Arnold McCully *(multi-genre, including historical fiction)*  David McPhail *(fiction)*  Susan Meddaugh *(fiction, including Martha Speaks)*  Else Holmelund Minarik *(fiction, easy readers)*  Lynne Rae Perkins *(fiction, family stories)*  Jerry Pinkney *(multi-genre, including folklore)*  Patricia Polacco *(fiction, )*  Chris Raschka *(fiction)*  Peggy Rathmann *(fiction: humor)*  Faith Ringgold *(fiction)*  Glen Rounds *(fiction: West)*  Cynthia Rylant *(poetry, fiction, including easy readers: Henry and Mudge)*  Allen Say *(fiction, historical fiction)*  Alice Schertle *(poetry)*  Amy Schwartz *(fiction)*  Martha Sewall *(multi-genre, fiction)*  David Shannon *(fiction: the David books)* | | Marjorie Sharmat *(fiction, easy readers: Nate the Great)*  Peter Sis *(fiction)*  Uri Shulevitz *(multi-genre, including folklore)*  Judy Sierra *(fiction, poetry, folktales)*  Marilyn Singer *(multi-genre, including poetry)*  William Steig *(fiction)*  John Steptoe *(fiction, including folklore)*  Tomi Ungerer *(fiction)*  Chris Van Allsburg *(fiction: fantasy)*  Jean van Leeuwen *(fiction, easy readers: Amanda Pig, others)*  Rosemary Wells *(fiction: Max, others)*  David Wiesner *(fiction)*  Mo Willems *(fiction, easy readers)*  Vera Williams *(fiction: realistic)*  Wong Herbert Yee *(fiction, easy readers)*  Jane Yolen *(multi-genre)*  Ed Young *(folktales)*  Paul Zelinsky *(multi-genre, including folklore and tall tales; illustrator)*  Margot and Harve Zemach *(folktales)*  Charlotte Zolotow *(realistic fiction)* | |
| **Grades Pre-K–2** | | | |
| **Multi-Genre and Informational Texts** | | | |
| Aliki *(informational: science and history; concept books)*  Mitsumasa Anno *(multi-genre, including concept books and history)*  Jim Arnosky *(informational: science)*  Molly Bang *(multi-genre)*  Nic Bishop *(informational: science)*  Vicki Cobb *(informational: science)*  Joanna Cole *(informational: science – Magic School Bus)*  Floyd Cooper *(multi-genre, illustrator)*  Donald Crews *(multi-genre, including concept books)*  Ed Emberly *(multi-genre)*  Michael Emberly *(multi-genre)*  Brian Floca *(informational)*  Gail Gibbons *(informational: science and history)*  Eloise Greenfield *(multi-genre)*  Tana Hoban *(concept books; photography)*  Patricia McKissack *(informational)*  Margaret Miller *(concept books; photography)* | | Kadir Nelson *(multi-genre, history and biography)*  Jerry Pinkney *(informational: Africa)*  James Ransome *(multi-genre, including history and biography)*  Anne Rockwell (*multi-genre, including concept books)*  Allen Say *(multi-genre)*  Laura Vaccaro Seeger *(concept books)*  Marcia Sewall *(informational: colonial America)*  Peter Sis *(multi-genre, including biography and history)*  Peter Spier *(informational: history)*  **See the annual *Horn Book Guide* for ongoing additional selections** | |

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| **Grades 3–4,**  **in addition to the grades pre-K–2 selections** | | |
| **Folklore, Fiction, and Poetry** | | |
| Joan Aiken *(fiction: adventure/fantasy)*  Annie Barrows *(chapter books: Ivy and Bean)*  Judy Blume *(fiction: realistic)*  Joseph Bruchac *(fiction: historical)*  Ashley Bryan *(folktales, poetry)*  Betsy Byars *(fiction: realistic)*  Meg Cabot *(fiction: realistic – Allie Finkle)*  Ann Cameron *(fiction: realistic – the Julian books)*  Andrew Clements *(fiction: realistic)*  Eleanor Coerr *(fiction: historical)*  Roald Dahl *(fiction)*  Paula Danziger *(fiction: realistic*)  Kate DiCamillo *(fiction: realistic, fantasy, adventure)*  Louise Erdrich *(fiction/folktale)*  Walter Farley *(fiction: horses)*  John Fitzgerald *(fiction: historical – Great Brain)*  Sid Fleischman *(fiction: humor)*  Jean Fritz *(fiction: historical)*  John Reynolds Gardiner *(fiction: realistic)*  Kristine O’Connell George *(poetry)*  Patricia Reilly Giff *(fiction: realistic, historical)*  Paul Goble *(folktales: Native American)* | Stephanie Greene *(chapter books: realistic – Owen Foote, Sophie Hartley)*  Nikki Grimes *(fiction: realistic)*  Jesse Haas *(fiction: realistic, horse stories)*  Charise Mericle Harper *(chapter books: Just Grace)*  Marguerite Henry *(fiction: horse stories)*  Betty Hicks *(chapter books: sports – Gym Shorts)*  Jennifer and Matt Holm *(chapter books: graphic novels – Baby Mouse)*  Kimberly Willis Holt *(chapter books: Piper Reed)*  Lee Bennet Hopkins *(poetry)*  Johanna Hurwitz *(multi-genre)*  X. J. Kennedy *(poetry)*  Jessica Scott Kerrin *(chapter books: Martin Bridge)*  Jeff Kinney *(fiction: realistic, cartoon)*  Kate Klise *(fiction: humor)*  Jane Langton *(fiction: fantasy)*  Julius Lester *(multi-genre, including folklore)*  Grace Lin *(fiction/fantasy: realistic)*  Lenore Look (*chapter books)*  Patricia MacLachlan *(fiction: historical)*  Ann Martin *(fiction: realistic, fantasy – Doll People)* | Megan McDonald *(chapter books: Judy Moody)*  Claudia Mills *(fiction: realistic, easy readers, chapter books – Gus)*  Barbara O’Connor *(fiction: realistic – Southern humor)*  Sarah Pennypacker *(chapter books: Clementine)*  Daniel Pinkwater *(fiction: humor)*  Jack Prelutsky *(poetry: humor)*  Ken Roberts *(fiction: realistic, humor)*  Louis Sachar *(fiction: humor)*  Alvin Schwartz *(short stories: suspense, horror)*  John Scieszka *(fiction: humor, adventure)*  Brian Selznick *(fiction)*  Barbara Seuling *(chapter books: Robert)*  Joyce Sidman *(poetry)*  Shel Silverstein *(poetry)*  Isaac Bashevis Singer *(fiction/folktale)*  Mildred Taylor *(fiction: historical)*  Carol Boston Weatherford *(fiction: historical)*  Gloria Whelan *(fiction: historical)*  Janet Wong *(poetry)*  Lisa Yee*(chapter books)* |
| **Multi-Genre and Informational Texts** | | |
| Raymond Bial *(informational: historical photo-essays)*  Don Brown *(informational: biography, history)*  Candace Fleming *(biography)*  Jean Fritz *(nonfiction: autobiography)*  Deborah Hopkinson *(informational: history)*  Steve Jenkins *(informational: science)* | Peg Kehret *(multi-genre)*  Barbara Kerley *(informational: biography)*  Kathleen Krull *(informational: biography)*  Patricia Lauber *(informational: science, social studies)*  David Macaulay *(informational: social studies, science)* | Sandra Markle (*informational: science)*  Joyce Sidman *(informational: natural world)*  Seymour Simon *(informational: science)*  Diane Stanley *(informational: history)*  **See the annual *Horn Book Guide* for ongoing additional selections** |

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| **Grades 5–8,**  **in addition to the grades pre-K–4 selections** | | |
| **Fiction and Poetry** | | |
| David Almond *(fantasy, fiction: realistic)*  Laurie Halse Anderson *(fiction: historical)*  M. T. Anderson *(fiction: historical, humor)*  Avi *(fiction: historical)*  Joan Bauer *(fiction: realistic)*  Jean P. Birdsall *(fiction: realistic)*  Nancy Bond *(fantasy)*  Bruce Brooks *(fiction: realistic)*  Gennifer Choldenko *(mysteries)*  John Christopher *(science fiction)*  James and Christopher Collier *(fiction: historical)*  Suzanne Collins *(fantasy, science fiction)*  Susan Cooper *(fantasy)*  Frank Boyce Cottrell *(fiction: humor)*  Bruce Coville *(fantasy)*  Sharon Creech *(fiction: realistic)*  Christopher Paul Curtis *(fiction: historical)*  Karen Cushman *(fiction: historical)*  Cynthia DeFelice *(fiction: historical, mysteries)*  Frances O’Roark Dowell *(fiction: realistic)*  Jeanne DuPrau *(science fiction)*  Marguerite Engle *(fiction: historical, poetry)*  Louise Erdrich *(fiction: historical)*  Nancy Farmer *(fantasy)*  Louise Fitzhugh *(fiction: realistic)*  Paul Fleischman *(poetry, fiction: realistic)*  Neil Gaiman *(fantasy)*  Jack Gantos *(fiction: humor)*  Bette Greene *(fiction: historical)*  Rosa Guy *(fiction: realistic)*  Mary Downing Hahn *(ghost stories, fiction: historical)* | Shannon Hale *(fantasy, fiction: historical)*  Karen Hesse *(fiction: historical)*  Carl Hiassen *(fiction: humor, mysteries)*  S. E. Hinton *(fiction: realistic)*  Will Hobbs *(fiction: realistic)*  Irene Hunt *(fiction: historical)*  Eva Ibbotson *(fantasy)*  Paul Janeczko *(poetry)*  Angela Johnson *(fiction: realistic)*  Diana Wynne Jones *(fantasy)*  Norton Juster *(fantasy)*  Ellen Klages *(fiction: historical)*  Ron Koertge *(fiction: humor, poetry)*  E. L. Konigsburg *(fiction: realistic)*  Iain Lawrence *(fiction: historical)*  Madeleine L’Engle *(fantasy, fiction: realistic)*  Ursula LeGuin *(fantasy)*  Gail Carson Levine *(fiction: realistic, fantasy)*  Robert Lipsyte *(fiction: realistic)*  Lois Lowry *(fiction: realistic, science fiction)*  Mike Lupica *(mysteries, fiction: sports)*  Hilary McKay *(fiction: humor)*  Robin McKinley *(fantasy)*  Margaret Mahy *(fantasy, fiction: realistic)*  Walter Dean Myers *(fiction: historical, realistic)*  Donna Jo Napoli *(fiction: historical, fantasy)*  Marilyn Nelson *(poetry)*  Naomi Shihab Nye *(poetry)*  Kenneth Oppel *(fantasy, adventure)*  Linda Sue Park *(fiction: historical, realistic)*  Katherine Paterson *(fiction: historical, realistic)*  Sue Patron *(fiction: realistic)*  Gary Paulsen *(fiction: humor, historical, realistic)* | Richard Peck *(fiction: historical, realistic)*  Mitali Perkins *(fiction: realistic)*  Daniel Pinkwater *(fiction: humor)*  Terry Pratchett *(fantasy)*  Philip Pullman (*fantasy)*  Philip Reeve *(fantasy)*  Rick Riordan *(fantasy)*  J. K. Rowling *(fantasy)*  Pam Muñoz Ryan *(fiction: historical, realistic)*  Cynthia Rylant *(poetry, fiction: realistic)*  Louis Sachar *(fiction: realistic)*  William Sleator *(ghost stories, science fiction)*  Gary Soto *(fiction: realistic, poetry)*  Suzanne Fisher Staples *(fiction: historical, realistic)*  Rebecca Stead *(science fiction)*  Jonathan Stroud *(fantasy)*  Theodore Taylor *(fiction: historical)*  Kate Thompson *(fantasy)*  Megan Whalen Turner *(fantasy)*  Cynthia Voigt *(fiction: realistic, fantasy)*  Rita Williams-Garcia *(fiction: historical, realistic)*  Jacqueline Wilson *(fiction: realistic)*  Jacqueline Woodson *(fiction: realistic)*  Tim Wynne-Jones *(fiction: realistic)*  Laurence Yep *(fiction: historical, fantasy)* |

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| **Grades 5–8,**  **in addition to the grades pre-K–4 selections** |
| **Informational Texts** |
| Susan Campbell Bartoletti *(history)*  Russell Freedman *(biography, history)*  James Cross Giblin *(biography, history)*  Jan Greenberg and Sandra Jordan *(art history)*  Deborah Heiligman *(history)*  Kathryn Lasky *(multi-genre)*  Phillip Hoose *(biography, history)*  Albert Marrin *(biography, history)*  Milton Meltzer *(history, biography)*  Jim Murphy *(history)*  Elizabeth Partridge *(biography, history)*  Steve Sheinkin *(biography, history)*  Tanya Lee Stone *(biography, history)*  **See the annual *Horn Book Guide* for ongoing additional selections** |

**Grades 9–12, in addition to the grades 5–8 selections**

**American Literature from about 1970 to the Present**

Edward Albee *(drama)*

Sherman Alexie *(poetry, fiction)*

Julia Alvarez *(poetry, fiction, essays)*

A. R. Ammons *(poetry)*

Maya Angelou *(poetry, memoir, essays)*

Gloria Anzaldúa (*multi-genre*)

John Ashbery *(poetry)*

Jimmy Santiago Baca *(poetry, fiction, memoir)*

Amiri Baraka *(poetry, drama, fiction, essays)*

Elizabeth Bishop *(poetry)*

Robert Bly *(poetry)*

Gwendolyn Brooks *(poetry)*

Hortense Calisher *(fiction)*

Hayden Carruth *(poetry, essays)*

Michael Chabon *(fiction)*

John Cheever *(fiction)*

Marilyn Chin *(poetry)*

Sandra Cisneros *(fiction)*

Billy Collins *(poetry)*

J. V. Cunningham *(poetry, essays)*

Junot Díaz *(fiction)*

E. L. Doctorow *(fiction)*

Anthony Doerr *(fiction)*

Rita Dove *(poetry, fiction, essays)*

Andre Dubus *(fiction)*

Alan Dugan *(poetry)*

Christopher Durang *(drama)*

Bob Dylan (*poetry*)

Louise Erdrich *(fiction, poetry)*

Martín Espada *(poetry, essays)*

Richard Ford *(fiction)*

Jonathan Franzen *(fiction, essays, memoir)*

Charles Frazier *(fiction)*

Nicholas Gage *(fiction, memoir)*

Ernest J. Gaines *(fiction)*

Louise Glück *(poetry)*

Kirsten Greenidge *(drama)*

John Guare *(drama)*

John Haines *(poetry, essays)*

Alex Haley *(fiction, biography)*

Donald Hall *(poetry, fiction, drama, nonfiction)*

Robert Hayden *(poetry, essays)*

Anthony Hecht *(poetry, essays)*

David Henry Hwang *(drama)*

Oscar Hijuelos *(fiction)*

William Hoffman *(fiction)*

John Irving *(fiction)*

Ha Jin *(fiction, poetry)*

Edward P. Jones *(fiction)*

June Jordan *(poetry, essays)*

Garrison Keillor *(fiction, poetry)*

William Kennedy *(fiction, drama, nonfiction)*

Jamaica Kincaid *(fiction, memoir, essays)*

Barbara Kingsolver *(fiction, poetry, essays)*

Maxine Hong Kingston *(fiction, nonfiction)*

Galway Kinnell *(poetry)*

Jon Krakauer *(fiction, journalism)*

Stanley Kunitz *(poetry)*

Jhumpa Lahiri *(fiction)*

Chang-Rae Lee *(fiction)*

Tracy Letts *(drama)*

Philip Levine *(poetry)*

Melinda Lopez *(drama)*

Audre Lorde *(poetry, nonfiction)*

Terrence MacNally *(drama)*

David Mamet *(drama, essays)*

Cormac McCarthy *(fiction, drama)*

Larry McMurtry *(fiction, essays, memoir)*

James Merrill *(poetry, drama, fiction)*

Lin-Manuel Miranda *(drama)*

Toni Morrison *(fiction)*

Marsha Norman *(drama)*

Lynn Nottage *(drama)*

Joyce Carol Oates *(fiction, drama, poetry, nonfiction)*

Tim O’Brien *(fiction)*

Mary Oliver *(poetry)*

Cynthia Ozick *(fiction, essays)*

Suzan-Lori Parks *(drama)*

Ann Patchet *(fiction, memoir)*

Sylvia Plath *(poetry, fiction)*

Chaim Potok *(fiction)*

Reynolds Price *(fiction, memoir)*

E. Annie Proulx *(fiction, journalism)*

Thomas Pynchon *(fiction)*

Anna Quindlen *(fiction, journalism)*

Ishmael Reed *(poetry, fiction, nonfiction)*

Adrienne Rich *(poetry, essays)*

Marilynne Robinson *(fiction, essays)*

Richard Rodriguez *(fiction, essays)*

Luis Rodriguez *(poetry, memoir, fiction)*

Philip Roth *(fiction)*

Sarah Ruhl *(drama)*

Richard Russo *(fiction)*

May Sarton *(fiction, poetry, memoir)*

Michael Shaara *(fiction)*

Ntozake Shange *(drama, poetry, fiction)*

John Patrick Shanley *(drama)*

Sam Shepard *(drama)*

Neil Simon *(drama)*

Jane Smiley *(fiction)*

Anna Deveare Smith *(drama)*

Wallace Stegner *(fiction, nonfiction)*

Mary TallMountain *(poetry, fiction)*

Amy Tan *(fiction, essays)*

John Kennedy Toole *(fiction)*

Anne Tyler *(fiction)*

John Updike *(fiction, poetry, essays)*

Paula Vogel *(drama)*

Kurt Vonnegut, Jr. *(fiction)*

Alice Walker *(fiction, poetry)*

Eudora Welty *(fiction, essays)*

Colson Whitehead *(fiction)*

August Wilson *(drama)*

Tobias Wolff *(fiction, memoir)*

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| **Grades 9–12, in addition to the grades 5–8 selections** | | |
| **American Informational Text from about 1970 to the Present** | | |
| Akhil Reed Amar *(government, history)*  Bernard Bailyn *(history)*  Russell Baker *(journalism, essays)*  Rick Bass *(science)*  Carol Bly *(essays)*  Daniel Boorstin *(history)*  Dee Brown *(history)*  Art Buchwald *(journalism, essays)*  William F. Buckley *(journalism, essays)*  James Carroll *(essays, history, religion in society)*  Margaret Cheney *(biography)*  Robert Coles *(essays, criticism)*  Alistair Cooke *(journalism)*  Stanley Crouch *(journalism, music criticism)*  Jared Diamond *(history)*  Joan Didion *(essays)*  Annie Dillard (*essays, nature)*  Barbara Ehrenreich *(social science, cultural criticism)*  Gretel Ehrlich (*science, travel*)  Loren Eiseley *(anthropology, nature)*  Joseph Ellis *(history)*  Barbara Fields *(history)*  David Hackett Fischer *(history and economics)*  Frances Fitzgerald *(journalism, history)*  Eric Foner *(history)*  Thomas Friedman *(economics)*  Henry Louis Gates, Jr. *(history)*  Atul Gawande (science)  Jane Goodall *(science)*  Doris Kearns Goodwin *(history)*  Adam Gopnik *(essays, criticism, travel, art)*  Stephen Jay Gould *(science)*  Stephen Greenblatt *(literary criticism)* | Joy Hakim *(history, history of science)*  David Halberstam *(history)*  Bernd Heinrich *(science, New England)*  Edward Hoagland *(science, travel)*  James O. Horton *(history)*  Sue Hubbell *(science)*  Michael Kammen *(history)*  Tracy Kidder *(social change, travel, New England)*  Elizabeth Kolbert *(science)*  Paul Krugman *(economics)*  Mark Kurlansky *(history)*  Jane Jacobs *(architecture, cities)*  Jill Lepore *(history)*  Barry Lopez *(science)*  J. Anthony Lukas *(journalism, history)*  Pauline Maier *(history)*  Norman Mailer *(essays, journalism)*  William Manchester *(history)*  Howard Mansfield *(history, preservation, New England)*  Mary McCarthy *(essays, criticism)*  Edward McClanahan *(essays)*  David McCullough *(history, biography)*  John McPhee *(science)*  John Hanson Mitchell *(nature, history, New England)*  N. Scott Momaday *(memoir)*  Samuel Eliot Morison *(history)*  Lance Morrow *(journalism, essays)*  Bill Moyers *(journalism, essays)*  Mary Beth Norton *(history)*  Henry Petroski *(science and technical subjects)*  Nathaniel Philbrick *(history)*  Steven Pinker *(science)* | Michael Pollan *(science)*  Anna Quindlen *(journalism, essays)*  Chet Raymo *(science)*  Matt Ridley *(science)*  Richard Rodriguez *(essays, memoir)*  Oliver Sacks *(science)*  Carl Sagan *(science)*  Simon Schama *(history)*  William Shirer *(history)*  Sebastian Smee *(art criticism)*  Dava Sobel *(science)*  Shelby Steele *(history)*  Alan Taylor *(history)*  Studs Terkel *(journalism, sociology)*  Paul Theroux *(travel)*  Lewis Thomas *(science)*  Hunter S. Thompson *(cultural criticism)*  James Trefil *(science)*  Barbara Tuchman *(history)*  Laurel Thatcher Ulrich *(history)*  Jonathan Weiner *(science)*  Cornel West *(cultural criticism)*  Walter Muir Whitehill *(history)*  Gary Wills *(history)*  E. O. Wilson *(science)*  Tom Wolfe (*essays*)  Gordon Wood *(history)*  James Wood *(literary criticism)*  Barry Zimmerman & David Zimmerman *(science)*  Howard Zinn *(history)*  Yearly compilations of science and nature writings:  *Best American Science Writing*  *American Science and Nature Writing* |

**Grades 9–12, in addition to the grades 5–8 selections**

**Contemporary and Historical World Literature\***

Chinua Achebe *(fiction, poetry, essays)*

S. Y. Agnon *(fiction)*

Ilse Aichinger *(fiction, drama, poems, nonfiction)*

Bella Akhmadulina *(poetry, fiction, essays)*

Anna Akhmatova *(poetry)*

Rafael Alberti *(poetry, drama, memoir)*

Claribel Alegría *(poetry, fiction, nonfiction)*

Isabel Allende *(fiction, memoir)*

Kingsley Amis *(fiction, nonfiction, poetry)*

Jerzy Andrzejewski *(fiction)*

Jean Anouilh *(drama)*

Fernando Arrabal *(drama, fiction, poetry, nonfiction)*

Nadeem Aslam *(fiction)*

Margaret Atwood *(fiction, poetry, nonfiction)*

Alan Ayckbourn *(drama)*

Isaac Babel *(fiction, drama)*

John Banville *(fiction, drama)*

Julian Barnes *(fiction, nonfiction)*

James Berry *(fiction)*

Heinrich Böll *(fiction)*

Jorge Luis Borges *(fiction, poetry, essays)*

Joseph Brodsky *(poetry, essays)*

Mikhail Bulgakov *(fiction, drama)*

Dino Buzzati *(fiction)*

A. S. Byatt *(fiction, essays)*

Italo Calvino *(fiction, essays)*

Karel Čapek *(fiction, drama)*

Peter Carey *(fiction)*

Carlo Cassola *(fiction)*

Constantine Cavafy *(poetry)*

Camilo José Cela *(fiction)*

Arthur C. Clarke *(fiction, essays)*

Jean Cocteau *(drama, fiction, poetry, nonfiction)*

J. M. Coetzee *(fiction, essays)*

Julio Cortázar *(fiction)*

Anita Desai *(fiction)*

Isak Dinesen *(fiction, memoir)*

Roddy Doyle *(fiction, drama)*

Margaret Drabble *(fiction, nonfiction)*

Odysseas Elytis *(poetry, essays)*

Brian Friel *(drama)*

Athol Fugard *(drama)*

Gabriel García Márquez *(fiction)*

Federico García Lorca *(poetry, drama)*

Jean Giraudoux *(drama)*

Nadine Gordimer *(fiction)*

Seamus Heaney *(poetry, drama)*

Wolfgang Hildesheimer *(fiction, drama)*

Ted Hughes *(poetry)*

Kazuo Ishiguro *(fiction)*

Juan Ramón Jiménez *(poetry)*

Yury Kazakov *(fiction)*

Thomas Keneally *(fiction, drama, nonfiction)*

Milan Kundera *(fiction, essays)*

Stanislaw Lem *(fiction, essays)*

Doris Lessing *(fiction, essays, memoir)*

Primo Levi *(fiction, memoir, essays)*

Jakov Lind *(fiction)*

Clarice Lispector *(fiction)*

Louis MacNeice *(poetry, drama, nonfiction)*

Naguib Mahfouz *(fiction)*

Yann Martel *(fiction)*

Ian McEwan *(fiction, drama)*

Czesław Miłosz *(poetry, nonfiction)*

Gabriela Mistral *(poetry)*

Alberto Moravia *(fiction)*

John Mortimer *(fiction, drama)*

Alice Munro *(fiction)*

Haruki Murakami *(fiction, nonfiction)*

Iris Murdoch *(fiction, drama philosophy)*

V. S. Naipaul *(fiction, essays)*

Pablo Neruda *(poetry)*

Kenzaburo Oe *(fiction, essays)*

Ben Okri *(fiction, poetry, essays)*

Michael Ondaatje *(fiction, poetry, nonfiction)*

John Osborne *(drama)*

Orhan Pamuk *(fiction)*

Alan Paton *(fiction, essays)*

Cesare Pavese *(fiction, poetry, essays)*

Octavio Paz *(poetry)*

Harold Pinter *(drama)*

Jacques Prévert *(poetry, drama)*

Alexander Pushkin *(poetry, drama, fiction)*

Salvatore Quasimodo *(poetry)*

Santha Rama Rau *(fiction)*

Mordecai Richler *(fiction, essays)*

Arthur Rimbaud *(poetry)*

Pierre de Ronsard *(poetry)*

Arundhati Roy *(fiction, essays)*

Salman Rushdie *(fiction, essays)*

José Saramago *(fiction)*

George Seferis *(poetry)*

Léopold Sédar Senghor *(poetry)*

Peter Shaffer *(drama)*

Ignazio Silone *(fiction)*

Isaac Bashevis Singer *(fiction, memoir)*

Alexander Solzhenitsyn *(fiction, nonfiction)*

Wole Soyinka *(poetry, drama, essays)*

Tom Stoppard *(drama)*

Graham Swift *(fiction)*

Dylan Thomas *(poetry)*

Marina Tsvetaeva *(poetry)*

Niccolò Tucci *(fiction)*

Mario Vargas Llosa *(fiction, drama, nonfiction)*

Paul Verlaine *(poetry)*

Andrei Voznesensky *(poetry)*

Derek Walcott *(poetry, drama)*

Elie Wiesel *(fiction, nonfiction)*

Yevgeny Yevtushenko *(poetry)*

Many of these authors wrote partly or entirely in languages other than English. Some of their work may be accessible in the original to English learners or to students studying world languages in school. Others have been translated into English more than once, and teachers may wish to have students compare different translations of the same material as a close reading activity.

1. See Liana Heitin in *Education Week* ([Cultural Literacy Creator Carries on Campaign](http://www.edweek.org/ew/articles/2016/10/12/cultural-literacy-creator-carries-on-campaign.html?_ga=1.171279712.1366275149.1446124290), October 12, 2016) and Daniel Willingham in *American Educator* ([How Knowledge Helps](http://www.aft.org/periodical/american-educator/spring-2006/how-knowledge-helps), Spring 2006). [↑](#footnote-ref-1)
2. See Timothy Shanahan at shanahanonliteracy.com ([A Fine Mess: Confusing Close Reading and Text Complexity](http://www.shanahanonliteracy.com/search?q=A+Fine+Mess), August 3, 2016) and Marilyn Adams in *American Educator* ([Advancing Our Students' Language and Literacy: The Challenge of Complex Texts](http://literacyconnects.org/img/2013/03/Advancing-Our-Students-Language-and-Literacy.pdf), Winter 2010–2011). [↑](#footnote-ref-2)
3. For more on the Six Key Principles for EL Instruction, please see [Principles for ELL Instruction](http://ell.stanford.edu/content/principles-ell-instruction-january-2013) (2013, January). Understanding Language. [↑](#footnote-ref-3)