ENGLISH LANGUAGE ARTS AND LITERACY

Grades Pre-Kindergarten to 12

Massachusetts Curriculum Framework – 2017

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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Dear Colleagues,

I am pleased to present to you the *Massachusetts Curriculum Framework for English Language Arts and Literacy* adopted by the Board of Elementary and Secondary Education in March 2017. This Framework is built upon the foundation of the 2010 *Massachusetts Curriculum Framework for English Language Arts and Literacy*, as well as earlier versions of our *Massachusetts English Language Arts Frameworks* published since 1997.

The current Framework incorporates improvements suggested by Massachusetts educators after six years of experience in implementing the 2010 standards in their classrooms. These revised pre-kindergarten to grade 12 standards are based on research and effective practice, and will enable teachers and administrators to strengthen curriculum, instruction, and assessment.

The 2017 standards draw from the best of prior Massachusetts English Language Arts and Literacy Curriculum Frameworks, and represent the input of hundreds of the Commonwealth's pre-K–12 and higher education faculty. The 2017 standards embody the Commonwealth's commitment to providing all students with a world-class education.

This revision of the Framework retains the strengths of the previous frameworks and includes these improved features:

- Increased coherence among the Reading, Writing, Speaking and Listening, and Language Standards.
- Incorporation of instructional examples from the 2001 Massachusetts standards.
- Stronger demonstrations of how literacy instruction—particularly in the early elementary years—is intertwined with learning in mathematics, science, social studies, the arts, and other subjects of a well-balanced curriculum.
- Higher ambitions for student achievement, including standards that were written to provide more rigorous preparation for college, careers, and civic participation.
- Numerous classroom instructional examples and samples of authentic student writing from Massachusetts classrooms to clarify the meaning of the standards.

In the course of revising these standards, the Department received many valuable comments and suggestions. I want to thank everyone who contributed their ideas, enthusiasm, and determination to make the standards useful for students, families, educators, and the community. In particular, I am grateful to the members of the ELA/Literacy Standards Review Panel and to our Content Advisors, for giving their time generously to the project of improving learning standards for Massachusetts students. I am proud of the work that has been accomplished.

We will continue to collaborate with schools and districts to implement the 2017 *Massachusetts Curriculum Framework for English Language Arts and Literacy* over the next several years. All Massachusetts frameworks are subject to continuous review and improvement for the benefit of the students of the Commonwealth.

We hope you will find this Framework useful in building a strong ELA/literacy curriculum for your school or district. A well-rounded ELA curriculum should expose students to a rich diversity of high-quality, authentic literature from multiple genres, cultures, and time periods. The purpose of teaching literature is not only to sharpen skills of comprehension and analysis, but also to instill in students a deep appreciation for art, beauty, and truth, while broadening their understanding of the human condition from differing points of view. Reading and discussing important works of prose and poetry will also help students develop empathy for others while learning about who they are as individuals and members of a wider civilization and world.

Thank you again for your ongoing support and for your commitment to achieving the goal of improved achievement for all students.

Sincerely,

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education

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Introduction

The Origin of these Standards: 1993–2010

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 (ELA) 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 the 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. 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 Education voted to move forward with development of Massachusetts's 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 pre-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, ESE appointed a panel of Massachusetts educators from elementary, secondary, and higher education 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 public presentations and surveys and from content-area advisors in mathematics and ELA/literacy.

Public response to the Framework draft published in December 2016 shaped the current Framework. Revisions preserve the best in previous Massachusetts curriculum frameworks while incorporating suggestions for strengthening the standards. To increase clarity, more than 100 instructional examples have been added, some originating in previous Massachusetts ELA/literacy frameworks and others linked to analyses of authentic student writing. To increase coherence, there are stronger connections among the ELA/literacy standards, as well as more explicit links to literacy in other subject areas. Some standards take a more ambitious stance than in the previous Framework toward preparing students for the world beyond high school. New resources on evaluating text complexity and creating text sets have been added. The Glossary has been refined to reflect the usage of terms in the standards. A new Introduction emphasizes the role of literacy in a well-rounded curriculum and reflects the Definition of College and Career Readiness and Civic Preparation adopted by the Massachusetts Boards of Elementary and Secondary and Higher Education in 2016.

Thus the 2017 Framework draws from the best of prior Massachusetts standards and represents the wisdom of hundreds of the Commonwealth's pre-K–12 and higher education faculty. The 2017 standards embody the Commonwealth's commitment to providing all students with a world-class education.

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 both 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 the workforce 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.

Individual **CCR anchor standards** are identified by strand, CCR status, and number (R.CCR.6, for example, is the sixth CCR anchor standard for the Reading strand). Strand coding designations are found in brackets at the top of the page, to the right of the full strand title. Individual **grade-specific standards** are identified by strand, grade, and number (or number and letter, where applicable): for example, RI.4.3 stands for Reading: Informational Text, grade 4, standard 3; and W.5.1a stands for Writing, grade 5, standard 1a.

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

Except for the grades 6–8 standards for literacy in the content areas, the standards use individual grade levels in pre-kindergarten through grade 8 to provide useful specificity. For grades 9–12, standards for both ELA and literacy in the content areas use two-year bands 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 day care, 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 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. 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. The standards emphasize the importance for all students (and particularly English learners) of learning general academic vocabulary, sometimes called “Tier Two” words, such as *affect, analyze, argue, average, compose, conclude, contradict, culture, effect, explain, foundation, image, integrate, method, percent, region, research,*

translate, transpose, or *vision*. These abstract concepts are broadly used across disciplines and sometimes have different meanings depending on the academic context.

Literacy in the Context of a Well-Rounded Curriculum

The standards in this Framework are focused on English language arts and literacy. But to be truly literate, students need to acquire wide-ranging knowledge of the world learned through a well-balanced curriculum. 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 a historical novel.[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 literature 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 visual and performing arts, and the ability to interact 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 standards insist 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 and Physical Education, Foreign Languages, Digital Literacy and Computer Science*, and, in grades 9–12, *Career/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

[1] See Liana Heitin in *Education Week* (Cultural Literacy Creator Carries on Campaign, October 12, 2016) and Daniel Willingham in *American Educator* (How Knowledge Helps, Spring 2006).

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 for 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 material. 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 an 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 available 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 cluster heading *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 Close Reading

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 and 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 readers and potentially leads them to miss an author's overarching ideas while focusing on details of vocabulary and syntax. Close reading is also an inappropriate and unnecessary approach to reading texts that are easy to understand.[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, close reading is often a prerequisite to composing literary analyses. Close reading 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 cluster heading *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, including, at the simplest level, comparing what the words in picture books say to what the pictures show. Other forms of comparison involve multiple works by one author, multiple texts on a similar topic or theme by different authors, multiple examples within and across genres, or multiple interpretations of a similar theme across media (e.g., print and video). Comparative analysis can also include examining the 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 cluster heading *Integration of Knowledge and Ideas*.

Writing in the Framework

Teachers 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. Cluster headings in the Writing Standards therefore include *Range of Writing, Research to Build and Present Knowledge, and Production* and *Distribution of Writing*.

The first three Writing Standards, under the cluster heading *Text Types and Purposes*, address in detail the components of writing opinions or 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

[2] See Timothy Shanahan at shanahanonliteracy.com (A Fine Mess: Confusing Close Reading and Text Complexity, August 3, 2016) and Marilyn Adams in *American Educator* (Advancing Our Students' Language and Literacy: The Challenge of Complex Texts, Winter 2010–2011).

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. It is also important that students can discuss evidence from texts in formulating their ideas or positions, as well as demonstrate awareness of competing ideas or positions. The Writing Standards are therefore closely linked to the Reading and Speaking and Listening Standards. They are also intertwined with the Language Standards, which include the essential conventions of standard written and spoken English and aspects of vocabulary development, but also approach language as a matter of craft, style, and informed choice among alternatives.

Speaking and Listening 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 and by identifying speakers' points of view and evaluating their reasoning. Standards 4 through 6 address preparing and presenting oral and media presentations. The Speaking and Listening Standards are closely related to preparation for participation in civic life. They also, like the Writing Standards, link to the Language Standards' expectations for making informed and effective choices in language use.

Research in the Framework

Research, addressed most explicitly in Writing Standards 7 through 9, 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. Though the Writing Standards address the process of research most comprehensively, other strands also link to various components of academic research: for example, Reading Standard 7 and Speaking and Listening Standard 2 both focus on integrating content from diverse sources.

Language in the Framework

The Language Standards address the use of standard English conventions (Standards 1–3) and the development of vocabulary (Standards 4–6). Standard 6 emphasizes the importance of developing both general academic and domain-specific vocabulary as a cumulative process. The term "general academic vocabulary" refers to high-frequency words and phrases that are used broadly across disciplines in mature academic discourse and that sometimes have distinctly different meanings depending on the discipline and context. This category includes words such as *affect, analyze, argue, average, coincidence, compose, conclude, contradict, culture, effect, explain, foundation, image, integration, masterpiece, method, percent, region, research,* and *translate*. "Domain-specific vocabulary" words and phrases are relatively low-frequency terms that have a single, albeit important, meaning and are primarily used within one discipline. This category includes words and phrases such as *glacier, personification, parallelogram, Revolutionary War,* and *abstract painting*.

Literature on language acquisition often refers to words used in everyday conversation as "Tier One" words, general academic vocabulary as "Tier Two" words, and domain-specific vocabulary as "Tier Three" words.[3] Teachers of all disciplines should pay attention to making sure students understand the "Tier Two" words they

[3] See Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction.* New York, NY: Guilford.

encounter and can use them properly when speaking and writing. “Tier Three” vocabulary is best taught as students study individual subjects in the curriculum.

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 and coordinators.

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 disabilities. 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 with appropriate accommodations to ensure maximum participation of students with disabilities. 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 manner, *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 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 in this curriculum framework. They should guide the design and evaluation of English language arts and literacy programs in schools and the broader community. Programs guided by these principles will prepare students for colleges, careers, and their lives as productive citizens.

Guiding Principle 1

Students should receive explicit instruction in skills, including phonics and decoding. Explicit skill instruction is especially important in narrowing opportunity gaps.

Guiding Principle 2

To become successful readers, students need to develop a rich academic vocabulary and broad background knowledge.

Guiding Principle 3

Educators should help students develop a love of reading by:

- Selecting high-quality works of literature and nonfiction.
- Reading aloud in class.

- Providing students with ample opportunity and encouragement for sustained independent reading, both for school and on their own.

Guiding Principle 4

Students should be exposed to complex and challenging texts at their grade level and above, with extra support and scaffolding as needed, reflecting high expectations for all students.

Guiding Principle 5

Students should read a diverse set of authentic texts balanced across genres, cultures, and time periods. Authentic texts are intact and unadapted texts in their original complexity; they are texts composed for purposes other than being studied in school.

Guiding Principle 6

Students should have frequent opportunities for discussing and writing about their readings in order to develop critical thinking skills and to demonstrate understanding.

Guiding Principle 7

Reading well-crafted texts is an essential foundation for developing effective writing skills.

Guiding Principle 8

Developing the ability to write well demands regular practice across multiple forms and genres of writing and opportunities to write for a variety of audiences, including expository, analytical, persuasive, narrative, and creative writing, as well as explicit instruction in vocabulary and standard English conventions.

Guiding Principle 9

Educators and families should view each other as resources who are both invested in supporting students' skills in reading, writing, speaking and listening.

Guiding Principle 10

Social and emotional learning can increase academic achievement, improve attitudes and behaviors, and reduce emotional distress. Students should practice recognizing aspects of themselves in texts (self-awareness), struggling productively with challenging texts (self-management), tailoring language to audience and purpose (social awareness), grappling vicariously with choices faced by others (responsible decision making), and collaborating respectfully with diverse peers (relationship skills).

Guiding Principle 11

Educators should select works of fiction and nonfiction that instill in students a deep appreciation for art, beauty, and truth, while broadening their understanding of the human condition from differing points of view. Reading, discussing, and writing about high-quality prose and poetry should also help students develop empathy for one another and a sense of their shared values and literary heritage, while learning about who they are as individuals and developing the capacity for independent, rigorous thinking.

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 and 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.

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, teachers, 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.
- 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.

Standards for English Language Arts & Literacy in History/Social Studies, Science, Mathematics, and Technical Subjects
Pre-K through Grade 5

ANCHOR STANDARDS

Reading

Writing

Speaking and Listening

Language

STANDARDS BY GRADE LEVEL

Pre-K

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

RESOURCES FOR IMPLEMENTING Pre-K–5 STANDARDS

College and Career Readiness Anchor Standards for Reading

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, including visually and quantitatively, as well as in words.[4]
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.

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 gain this foundation only 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.

[4] 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.

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend complex literary and informational texts.[5]

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.

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 short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. When conducting research, 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.

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.

[5] Measuring text complexity involves a qualitative evaluation of the text, a quantitative evaluation of the text, and matching reader to text and task. See the Pre-K–5 resource section in this Framework for more information regarding range, quality, and complexity of student reading for grades pre-K–5. Appendix A of the Common Core State Standards also discusses text complexity in depth, and the Massachusetts Model Curriculum Unit Project provides examples of complex texts and tasks.

Range of Writing

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

College and Career Readiness Anchor Standards 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, including visually, quantitatively, and orally.
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.
   - 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.

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.

College and Career Readiness Anchor Standards for Language

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 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.

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.

Pre-K Reading Standards

Pre-K Reading Standards for Literature [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-K is for older 4-year-olds to younger 5-year-olds.***

Key Ideas and Details

1. With prompting and support, ask and answer questions about a story or poem read aloud.
2. With prompting and support, retell a sequence of events from a story read aloud.
3. With prompting and support, act out characters and events from a story or poem read aloud.

Craft and Structure

4. With prompting and support, 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.)
5. Show awareness of the rhythmic structure of a poem or song by clapping or through movement.
6. With prompting and support, "read" the illustrations in a picture book by describing a character or place depicted, or by telling how a sequence of events unfolds.

Integration of Knowledge and Ideas

7. With prompting and support, 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)
8. (Not applicable.)
9. With prompting and support, make connections between a story or poem and their own experiences.

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.

Pre-K Reading Standards for Informational Text [RI]

Key Ideas and Details

1. With prompting and support, ask and answer questions about an informational text read aloud.
2. With prompting and support, 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)
3. With prompting and support, 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).

Craft and Structure

4. With prompting and support, 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.)
5. (Begins in kindergarten or when the individual child is ready.)
6. With prompting and support, "read" illustrations in an informational picture book by describing facts learned from the pictures (e.g., how a seed grows into a plant).

Integration of Knowledge and Ideas

7. With prompting and support, describe important details from an illustration or photograph.
8. (Begins in kindergarten or when the individual child is ready.)
9. With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator.

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.

Pre-K Reading Standards for Foundational Skills [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.

Print Concepts

1. With guidance and support, 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.
2. With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).
    a. With guidance and support, recognize and produce rhyming words (e.g., identify words that rhyme with */cat/* such as */bat/* and */sat/*).
    b. With guidance and support, 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, with guidance and support, 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.)

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, with guidance and support, 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.)

Fluency

4. (Begins in kindergarten or when the individual child is ready.)

Pre-K Writing Standards [W]

The following standards 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 *Common Core State Standards* and the Massachusetts Writing Standards in Action Project. ***Pre-K is for older 4-year-olds to younger 5-year-olds.***

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. Finally, although the bulk of writing assigned in school should address the purposes described below, other forms of writing—for example, lists and notes, descriptive letters, personal reflections—should have a place in the classroom as well. 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 Appendix B: A Literary Heritage).

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.").
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.
3. Use a combination of dictating and drawing to tell a story.

Production and Distribution of Writing

4. (Begins in grade 1.)
5. (Begins in kindergarten or when the individual child is ready.)
6. Recognize that digital tools (e.g., computers, mobile phones, cameras) are used for communication and, with guidance and support, use them to convey messages in pictures and/or words.

Research to Build and Present Knowledge

7. (Begins in kindergarten or when the individual child is ready.)
8. (Begins in kindergarten or when the individual child is ready.)
9. (Begins in grade 4.)

Range of Writing

10. (Begins in kindergarten or when the individual child is ready.)

Pre-K Speaking and Listening Standards [SL]

The following standards 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-K is for older 4-year-olds to younger 5-year-olds.***

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.
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).
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.
5. Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, clay models) and explain them to others.
6. Speak audibly and express thoughts, feelings, and ideas.

Pre-K Language Standards [L]

The following standards 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-K is for older 4-year-olds to younger 5-year-olds.***

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when 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; name and use in context numbers 0–10 (see pre-kindergarten mathematics standards for Counting and Cardinality).

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)

2. (Begins in kindergarten.)

Knowledge of Language

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. With guidance and support, generate words that are similar in meaning (e.g., *happy/glad, angry/mad*).
5. With guidance and support from adults, 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, 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.)
6. Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.

Kindergarten Reading Standards

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.*

Kindergarten Reading Standards for Literature [RL]

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.

   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. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

4. Ask and answer questions about unknown words in a text. (See kindergarten Language Standards 4–6 on applying knowledge of vocabulary to reading.)
5. Recognize common types of texts and characteristics of their structure (e.g., story elements in books; 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)
6. With prompting and support, 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. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
8. (Not applicable.)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

Kindergarten Reading Standards for Informational Text [RI]

Key Ideas and Details

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

Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text. (See kindergarten Language Standards 4–6 on applying knowledge of vocabulary to reading.)
5. Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in the text.

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

Kindergarten Reading Standards for Foundational Skills [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.

Print Concepts

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

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   a. Recognize and produce rhyming words.
   b. Count, pronounce, blend, and segment syllables in spoken words.
   c. Blend and segment onsets and rimes of single-syllable spoken words.
   d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme

(consonant-vowel-consonant, or CVC) words.[6] (This does not include CVCs ending with /l/, /r/, or /x/.)

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary 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.

Fluency

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

Kindergarten Writing Standards [W]

The following standards 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 *Common Core State Standards* and the Massachusetts Writing Standards in Action Project.

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. Finally, although the bulk of writing assigned in school should address the purposes described below, other forms of writing—for example, lists and notes, descriptive letters, personal reflections—should have a place in the classroom as well. 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 Appendix B: A Literary Heritage).

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 drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.

   How do you play football? A student explains it all in this illustrated how-to book created during a unit on informational writing. See "How to Play Football," a kindergarten writing sample, Massachusetts Writing Standards in Action. (W.K.2, L.K.1, L.K.2)

[6] 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.

3. Use a combination of drawing, dictating, and writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes.
    a. For poems, use rhyming words to create structure. (See kindergarten Reading Foundational Skills Standard 2a.)

A kindergartner tells the story, in pictures and words, of everything that happened on a night at an aunt's house. See "Auntie and Me," a kindergarten personal narrative writing sample, Massachusetts Writing Standards in Action. (W.K.2, W.K.3, W.K.5, L.K.1, L.K.2, L.K.5, L.K.6)

Production and Distribution of Writing

4. (Begins in grade 1.)
5. With guidance and support from adults, 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. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.

Research to Build and Present Knowledge

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

Range of Writing

10. Write or dictate writing routinely for a range of tasks, purposes, and audiences.

Kindergarten Speaking and Listening Standards [SL]

The following standards 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.*

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
    a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
    b. Continue a conversation through multiple exchanges.
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.

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

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.

Kindergarten Language Standards [L]

The following standards 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.*

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 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; name and use in context numbers 0–100 (see kindergarten mathematics standards for Counting and Cardinality).
   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. 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.
   f. Write numbers 0–20 (see kindergarten mathematics standards for Counting and Cardinality).

Knowledge of Language

3. (Begins in grade 2.)

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
   a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
5. With guidance and support from adults, explore word relationships and nuances in word meanings.
   a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
   b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
   c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).

d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

6. Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.

For example, students use targeted academic vocabulary for mathematics—count, add, more, counting on, number, put together, number sentence, equal to, equal sign—to ask or answer questions about addition. Later, in a lesson introducing subtraction, the teacher reads the picture book Ten Little Monkeys Jumping on the Bed, by Annie Kubler, to engage students in the process of making sense of subtraction as taking away: "Eight little monkeys jumping on the bed, one fell off and then there were…." Based on story prompts, students are guided to represent subtraction situations with actions, fingers, drawings, and numbers.

Connections to the Standards for Mathematical Practice

6. Attend to precision

See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.

Grade 1 Reading Standards

Grade 1 Reading Standards for Literature [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.*

Key Ideas and Details

1. Ask and answer questions about key details in a text.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3. Describe characters, settings, and major events in a story, using key details.

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.)
5. Identify characteristics 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)
6. Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

7. Use illustrations and details in a story to describe its characters, setting, or events.
8. (Not applicable. For expectations regarding central messages or lessons in stories, see RL.2.)
9. Compare and contrast the adventures and experiences of characters in stories.

   For example, students read or listen to audiobooks of 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)

Range of Reading and Level of Text Complexity

10. With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1. (See more on qualitative and quantitative dimensions of text complexity.)

Grade 1 Reading Standards for Informational Text [RI]

Key Ideas and Details

1. Ask and answer questions about key details in a text.
2. Identify the main topic and retell key details of a text.
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

   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 Cesar 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.1.2, W.1.3)

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.)
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.
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

7. Use the illustrations and details in a text to describe its key ideas.
8. Identify the reasons an author gives to support points in a text.
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. With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1. (See more on qualitative and quantitative dimensions of text complexity.)

Grade 1 Reading Standards for Foundational Skills [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.

Print Concepts

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

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
    a. Know the spelling-sound correspondences for common consonant digraphs.
    b. Decode regularly spelled one-syllable words.
    c. Know final -e and common vowel team conventions for representing long vowel sounds.

d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
e. Decode two-syllable words following basic patterns by breaking the words into syllables.
f. Read words with inflectional endings.
g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
a. Read 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.

Grade 1 Writing Standards [W]

The following standards 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 *Common Core State Standards* and the Massachusetts Writing Standards in Action Project.

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. Finally, although the bulk of writing assigned in school should address the purposes described below, other forms of writing—for example, lists and notes, descriptive letters, personal reflections—should have a place in the classroom as well. To develop flexibility and nuance in their 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 Appendix B: A Literary Heritage).

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.

"Legos are great toys," writes a first grader, "Keep reading and find out why." With detailed drawings and expressive language to support an opinion, a student makes the case for what one can build with these blocks and a little imagination. See "Legos," an opinion/argument essay (W.1.1, W.1.5, L.1.1, L.1.2, L.1.6). Another student writes a restaurant review, stating an opinion about a favorite place to eat out, including recommended dishes. See "Panara Bread," a sample first grade opinion/argument essay (W.1.1, W.1.5, W.1.8, L.1.1, L.1.2, L.1.5) Massachusetts Writing Standards in Action

In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.
3. Construct viable arguments and respond to the reasoning of others.

See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.

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

   A student introduces a distinct topic, explains facts about it, provides an emphatic closure, and maintains a formal tone in "Weather in the Polar Region," an informational essay, Massachusetts Writing Standards in Action. (W.1.2, W.1.5, W.1.8, L.1.1, L.1.2)

3. Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.
   a. For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational Skills Standard 2a).

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.)
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
   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).
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

   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)

9. (Begins in grade 4.)

Range of Writing

10. Write routinely for a range of tasks, purposes, and audiences.

Grade 1 Speaking and Listening Standards [SL]

The following standards 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.*

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)

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.

2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

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.)
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standard 1 for specific expectations.)

Grade 1 Language Standards [L]

The following standards 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.*

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

   a. Print legibly all upper- and lowercase letters.

   b. Use end punctuation for sentences.

   c. Capitalize the names of months and 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.
g. Write numerals up to 120 (see grade 1 mathematics standards for Numbers and Operations in Base Ten); understand that numbers are also written as words; write words for numbers from one to ten.

Knowledge of Language

3. (Begins in grade 2.)

Vocabulary Acquisition and Use

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

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

6. Use words and phrases acquired through conversations, 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.)

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)

Connections to the Standards for Mathematical Practice

6. Attend to precision.

See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.

Grade 2 Reading Standards

Grade 2 Reading Standards for Literature [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.*

Key Ideas and Details

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

Craft and Structure

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (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)
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. Explain what dialogue is and how it can reveal characters' thoughts and perspectives.

Integration of Knowledge and Ideas

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable. For expectations regarding central messages, lessons, or morals in stories, see RL.2.)
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

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 2. (See more on qualitative and quantitative dimensions of text complexity.)

Grade 2 Reading Standards for Informational Text [RI]

Key Ideas and Details

1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
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.

For example, as they are learning to subtract numbers within 1,000 in math, students read* Shark Swimathon *by Stuart Murphy and use mathematical reasoning to keep track of how many laps the shark swim team members swim each in order to predict whether or not the sharks will make their goal.

Craft and Structure

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.)
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.
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and 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 Jeanette 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)
8. Describe how reasons support specific points the author makes in a text.
9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level 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 more on qualitative and quantitative dimensions of text complexity.)

Grade 2 Reading Standards for Foundational Skills [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: RF.1 and RF.2, on print concepts and phonological awareness, apply only to pre-kindergarten, kindergarten, and grade 1.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
   - **a.** Distinguish long and short vowels when reading regularly spelled one-syllable words.
   - **b.** Know spelling-sound correspondences for additional common vowel teams.
   - **c.** Decode regularly spelled two-syllable words with long vowels.
   - **d.** Decode words with common prefixes and suffixes.

e. Identify words with inconsistent but common spelling-sound correspondences.
f. Recognize and read grade-appropriate irregularly spelled words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
a. Read 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.

Grade 2 Writing Standards [W]

The following standards 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 *Common Core State Standards* and the Massachusetts Writing Standards in Action Project.

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. Finally, although the bulk of writing assigned in school should address the purposes described below, other forms of writing—for example, lists and notes, descriptive letters, personal reflections—should have a place in the classroom as well. 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 Appendix B: A Literary Heritage).

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.
In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.
Connections to the Standards for Mathematical Practice
2. Reason abstractly and quantitatively.
3. Construct viable arguments and respond to the reasoning of others.
See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.
For example, students keep a math journal in which they record proposed solutions to word problems in addition and subtraction. They use drawings, written equations, and written sentences to argue why 8 is the correct answer to a problem such as "If there are 15 cupcakes in the table and 7 are eaten, how many remain?"
2. Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Second graders research grey wolves and write and illustrate informational reports. See two different reports from this project, "All about the Grey Wolf: the Pack Family" and "All about the Grey Wolf: Howl in the Night." Massachusetts Writing Standards in Action (W.2.2, W.2.7, W.2.8, L.2.1, L.2.2, L.2.3)

3. Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure.
    a. For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure. (See grade 2 Reading Literature Standard 4.)

In "Goodbye to Winter Clothes," a second grader captures the turning point from New England's winter to spring.
"Good bye to winter clothes
Peace out winter
Adios to slipping on ice
Hey beautiful flowers
Hola to bright birds
Hey to shiny grass"
This narrative in the form of a poem is from Massachusetts Writing Standards in Action. (W.2.3, W.2.10, L.2.1, L.2.2, L.2.5)

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.)

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.2.3, W.2.4)

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

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

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)

8. Recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4.)

Range of Writing

10. Write routinely for a range of tasks, purposes, and audiences.

Grade 2 Speaking and Listening Standards [SL]

The following standards 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.

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
    a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
    b. Build on others' talk in conversations by linking their comments to the remarks of others.
    c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

    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.

    Connections to the Standards for Mathematical Practice

    2. Reason abstractly and quantitatively.

    3. Construct viable arguments and respond to the reasoning of others.

    See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

    For example, groups of students ask and answer questions about mathematical reasoning as they solve word problems in which they must add and subtract within 1,000. In their conversations, they use general academic and domain-specific vocabulary such as place value, digit, value, operation, add, subtract, addition, subtraction, sum, difference, compose, decompose, increase, decrease, composition, and decomposition. They complete an assessment in which, as head Zookeepers, they are responsible for ordering animals' food. They address Standards for Mathematical Practice 3 through 8 as well as math content standards as they solve problems like the one below:

    Penguins: The 80 penguins eat a total of 504 pounds of fish each week.
    Week 1: Currently there are 282 pounds of fish in the freezer. How many pounds of new fish should you order to feed the penguins for week one?
    Week 1 Order: _____ pounds of fish
    Week 2: After week one, there are 216 pounds of fish left in the freezer. The 80 penguins eat a total of 504 pounds of fish each week. How many pounds of new fish should you order to feed the penguins for week two?
    Week 2 Order: _____ pounds of fish

Presentation of Knowledge and Ideas

4. Tell a story, recount an experience, or explain how to solve a mathematical problem 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.)

    Connections to the Standards for Mathematical Practice

    2. Reason abstractly and quantitatively.

    3. Construct viable arguments and respond to the reasoning of others.

    6. Attend to precision.

    See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.

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.
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.)

Grade 2 Language Standards [L]

The following standards 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.*

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 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.
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.
   - **g.** Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in 1 + 3 = 4, but written words in "When I was one, I was just begun, / When I was two, I was still quite new" from A. A. Milne's poem "Now We Are Six").

Knowledge of Language

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

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.
   - **a.** Use sentence-level context as a clue to the meaning of a word or phrase.
   - **b.** Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *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., *a.m., p.m.*)
- **g.** Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., *$, ¢*).

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*).

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.)

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)

Connections to the Standards for Mathematical Practice

6. Attend to precision.

See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.

Grade 3 Reading Standards

Grade 3 Reading Standards for Literature [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.*

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in a text.

   For example, students read versions of 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 they reflect human experience. (RL.3.2, RL.3.9, RF.3.4, W.3.10, L.3.6)
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
5. Identify common structural elements of fiction (e.g., problem, solution); describe how each successive part of a text builds on earlier sections.
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. 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. (Not applicable. For expectations regarding central messages, lessons, or morals in stories, see RL.2.)
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).

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 3. (See more on qualitative and quantitative dimensions of text complexity.)

Grade 3 Reading Standards for Informational Text [RI]

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

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. 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. 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)
6. Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

7. Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
   Connections to the Standards for Mathematical Practice
   2. Reason abstractly and quantitatively.
   6. Attend to precision.
   See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.
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. 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, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3. (See more on qualitative and quantitative dimensions of text complexity.)

Grade 3 Reading Standards for Foundational Skills [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: RF.1 and RF.2, on print concepts and phonological awareness, apply only to pre-kindergarten, kindergarten, and grade 1.

Phonics and Word Recognition

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

Fluency

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.

Grade 3 Writing Standards [W]

The following standards 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 *Common Core State Standards* and the Massachusetts Writing Standards in Action Project.

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. Finally, although the bulk of writing assigned in school should address the purposes described below, other forms of writing—for example, lists and notes, descriptive letters, personal reflections—should have a place in the classroom as well. 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 Appendix B: A Literary Heritage).

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 the

character's 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).

In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.

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.

In "Visions of Helen Keller," a solid example of biographical writing, a third grader presents details that reveal the significance of Keller's accomplishments as well as admiration and empathy for her life. See this example of informational writing at Massachusetts Writing Standards in Action. (W.3.2, W.3.4, W.3.7, W.3.8, RI.3.2, RI.3.3, L.3.2, L.3.3)

3. Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
    a. Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
    b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show responses to situations.
    c. Use figurative language to suggest images. (See grade 3 Reading Literature Standard 4.)
    d. Use temporal words and phrases to signal order where appropriate.
    e. Provide a sense of closure.
    f. For poems, use words and phrases that form patterns of sound (e.g., rhyme, repetition of sounds within words or within lines) to create meaning or effect.

With sentences of various types, precise word choice, and appropriate figures of speech, a student paints a clear picture of the narrator's spirited response to the problem posed by a pet Guinea pig's escape from its cage. See "Runaway Rachel," from Massachusetts Writing Standards in Action. (W.3.3, W.3.4, L.3.1, L.3.2, L.3.3)

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.)
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).

Connections to the Standards for Mathematical Practice

6. Attend to precision.

See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.

6. Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge about a topic.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
9. (Begins in grade 4.)

Range of Writing

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

Grade 3 Speaking and Listening Standards [SL]

The following standards 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.*

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 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 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.

    Connections to the Standards for Mathematical Practice
    2. Reason abstractly and quantitatively.
    3. Construct viable arguments and respond to the reasoning of others.
    See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
    Connections to the Standards for Mathematical Practice
    2. Reason abstractly and quantitatively.
    3. Construct viable arguments and respond to the reasoning of others.
    6. Attend to precision.
    See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

4. Report on a topic, text, or solution to a mathematical problem, 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)*

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively

3. Construct viable arguments and respond to the reasoning of others

6. Attend to precision

See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.

5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)

Grade 3 Language Standards [L]

The following standards 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.*

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 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.[7]

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

   a. Write legibly and fluently by hand, using either printing or cursive handwriting.

[7] 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 in the pre-K–5 resource section in this Framework.

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. Demonstrate understanding that numerals used at the beginning of a sentence are written as words and capitalized (e.g., "Three pandas could be seen eating leaves high in the bamboo grove.").
h. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
i. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Choose words and phrases for effect.[8]
b. Recognize and observe differences between the conventions of spoken and written English.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
a. Use sentence-level context as a clue to the meaning of a word or phrase.
b. Determine the meaning of the new word formed when a known affix is added to a known 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., *N, S, E, W* on a map).
f. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).

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*).

6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,[8] 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.)
For example, as third graders are introduced to fractions in math, they learn to apply general academic vocabulary (e.g., half, part, equal). They also learn domain-specific words and phrases (e.g.,

[8] 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 in the pre-K–5 resource section in this Framework.

numerator, denominator, number line). They use both kinds of vocabulary to explain the reasoning behind their solutions to word problems.

Connections to the Standards for Mathematical Practice

6. Attend to precision.

See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.

Grade 4 Reading Standards

Grade 4 Reading Standards for Literature [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.*

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)
2. Determine a theme of a story, drama, or poem from details in the text; summarize a text.
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).

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*); explain how figurative language (e.g., simile, metaphor) enriches a text. (See grade 4 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.
6. Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.

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.
8. (Not applicable. For expectations regarding themes in literary texts, 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 from different cultures.

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 more on qualitative and quantitative dimensions of text complexity.)

Grade 4 Reading Standards for Informational Text [RI]

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.
2. 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)

3. 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.

Craft and Structure

4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.
   Connections to the Standards for Mathematical Practice
   2. Reason abstractly and quantitatively.
   6. Attend to precision.
   See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.
   For example, as they are learning about fractions in math, students view an episode of the PBS math series Cyberchase. Characters in the episode must use their knowledge of equivalent fractions to sort through crystals to find the one that contains the most orange. After students view the video, they explain what the characters did to solve the problem, and how the visual models in the animation clarified what equivalent fractions are.
8. Explain how an author uses reasons and evidence to support particular points in a text.
9. Integrate information from two texts on the same topic in order to write or speak knowledgeably about the subject.

Range of Reading and Level 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 4. (See more on qualitative and quantitative dimensions of text complexity.)

Grade 4 Reading Standards for Foundational Skills [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: RF.1 and RF.2, on print concepts and phonological awareness, apply only to pre-kindergarten, kindergarten, and grade 1.

Phonics and Word Recognition

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 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.

Grade 4 Writing Standards [W]

The following standards 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 *Common Core State Standards* and the Massachusetts Writing Standards in Action Project.

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. Finally, although the bulk of writing assigned in school should address the purposes described below, other forms of writing—for example, lists and notes, descriptive letters, personal reflections—should have a place in the classroom as well. 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 Appendix B: A Literary Heritage).

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.

Is outdoor recess a necessity for elementary school students? A writer provides a clear opinion with reasons as well as acknowledgment of counterarguments. Massachusetts Writing Standards in Action. (W.4.1, W.4.4, L.4.1, L.4.2, L.4.3)

In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.

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.

A student writes a first-person newspaper article reflecting on the challenges of living with Asperger's syndrome. See "Living with Asperger's," Massachusetts Writing Standards in Action. (W.4.2, W.4.3, W.4.5, L.4.2, L.4.3)

3. Write narratives in prose or poem form 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 speaker, narrator, and/or characters; organize an appropriate narrative sequence.
   b. Use dialogue and description to develop experiences or events or show responses 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 or events precisely.
   e. Provide a sense of closure appropriate to the narrated experiences or events.
   f. For poems, use patterns of sound (e.g., rhyme, rhythm, alliteration, consonance) and visual patterns (e.g., line length, grouped lines as stanzas or verses) to create works that are distinctly different in form from prose narratives. (See grade 4 Reading Literature Standard 5.)

A writer creates a vivid picture of a bowling match in "The Comeback," a personal narrative that includes just enough information on the sport for a reader unfamiliar with the terms. Massachusetts Writing Standards in Action. (W.4.3, W.4.2, W.4.4, W.4.5, L.4.2, L.4.3)

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. 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 use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).

Connections to the Standards for Mathematical Practice

6. Attend to precision.

See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.

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.

Research to Build and Present Knowledge

7. Conduct short research projects that 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.
9. Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.

Range of Writing

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

Grade 4 Speaking and Listening Standards [SL]

The following standards 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.*

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)

    Connections to the Standards for Mathematical Practice

    2. Reason abstractly and quantitatively.

    3. Construct viable arguments and respond to the reasoning of others.

    See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.
2. Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

    Connections to the Standards for Mathematical Practice

    2. Reason abstractly and quantitatively.

    3. Construct viable arguments and respond to the reasoning of others.

    6. Attend to precision.

    See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.

3. Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

4. Report on a topic, text, procedure, or solution to a mathematical problem, 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.)
   Connections to the Standards for Mathematical Practice
   2. Reason abstractly and quantitatively.
   3. Construct viable arguments and respond to the reasoning of others.
   6. Attend to precision.
   See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.
5. Add audio recordings and visual displays to 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.)

Grade 4 Language Standards [L]

The following standards 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.*

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.[9]
   b. Correctly use frequently confused 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

[9] 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 in the pre-K–5 resource section in this Framework.

   f. Form and use progressive verb tenses.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Write legibly and fluently by hand, using either printing or cursive handwriting; write their 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.

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.[10]
   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).

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., sec.*).
   e. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., *&, #, **).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
   b. Recognize and explain the meaning of common idioms, adages, and proverbs.
   c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

   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.
   Not all that glitters is gold.
   Neither a borrower nor a lender be. (W.4.7, L.4.5)

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined,*

[10] 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 in the pre-K–5 resource section in this Framework.

stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation). (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.)

Connections to the Standards for Mathematical Practice
6. Attend to precision.
See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.

Grade 5 Reading Standards

Grade 5 Reading Standards for Literature [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.*

Key Ideas and Details

1. Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
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.

   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.
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; identify and explain the effects of figurative language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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. Describe how a narrator's or speaker's point of view influences how events are described in a story, myth, poem, or drama.

Integration of Knowledge and Ideas

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. (Not applicable. For expectations regarding themes in literary texts, see RL.2.)
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 5. (See more on qualitative and quantitative dimensions of text complexity.)

Grade 5 Reading Standards for Informational Text [RI]

Key Ideas and Details

1. Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
2. Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.

3. 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)

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
5. Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points of view they represent.

Integration of Knowledge and Ideas

7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
   Connections to the Standards for Mathematical Practice
   2. Reason abstractly and quantitatively.
   6. Attend to precision.
   See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.
8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
9. Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.

Range of Reading and Level 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 5. (See more on qualitative and quantitative dimensions of text complexity).

Grade 5 Reading Standards for Foundational Skills [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: RF.1 and RF.2, on print concepts and phonological awareness, apply only to pre-kindergarten, kindergarten, and grade 1.

Phonics and Word Recognition

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 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.

Grade 5 Writing Standards [W]

The following standards 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 *Common Core State Standards* and the Massachusetts Writing Standards in Action Project.

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. Finally, although the bulk of writing assigned in school should address the purposes described below, other forms of writing—for example, lists and notes, descriptive letters, personal reflections—should have a place in the classroom as well. To develop flexibility and nuance in their 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 Appendix B: A Literary Heritage).

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.

Should a dog be allowed to run free or always be on a leash in a public park? A fifth grader considers the rewards and hazards of free-ranging dogs in "Be Careful When You Let Your Dog Off Leash," skillfully using details and personal anecdotes to support an argument. Massachusetts Writing Standards in Action. (W.5.1, W.5.3, W.5.4, L.5.1, L.5.2, L.5.5, L.5.6)

In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.
See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.

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.

Massachusetts Writing Standards in Action features two fifth grade research reports designed to inform and explain. "Hot Air Balloons" explores a topic that touches upon both history and science and incorporates multiple sources (RI.5.9, W.5.2, W.5.7, W.5.8, W.5.9, L.5.2, L.5.3). "Pointe Shoes" draws upon multiple print and digital sources as well as personal experience to explain the technical aspects of how a ballet dancer's pointe shoes are made, used, and maintained (W.5.2, W.5.4, W.5.7, W.5.8, RI.5.4, RI.5.9, L.5.2, L.5.4, L.5.5, L.5.6).

3. Write narratives in prose or poem form 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 speaker, narrator, and/or characters; organize an appropriate narrative sequence.
   b. Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses 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 or events precisely.
   e. Provide a sense of closure appropriate to the narrated experiences or events.
   f. For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
   g. For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.

The variety of forms narrative can take is shown in two examples from Massachusetts Writing Standards in Action. "King Da-Ka" is a fifth grader's highly personal narrative about the anticipation of waiting for a wild roller coaster ride (W.5.3, W.5.4, W.5.5, L.5.1, L.5.2, L.5.3), while "The Rose" is a poem that shows the writer's strong awareness of the conventions of descriptive verse in its depiction of the delicacy, beauty, and serenity of a blooming rose (W.5.3, W.5.4, W.5.10, L.5.2, L.5.5).

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
5. 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 use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).

Connections to the Standards for Mathematical Practice

6. Attend to precision.
See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.

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 short research projects that use 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; 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, 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 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.

Grade 5 Speaking and Listening Standards [SL]

The following standards 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.*

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 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.

    Connections to the Standards for Mathematical Practice
    2. Reason abstractly and quantitatively.
    3. Construct viable arguments and respond to the reasoning of others.
    See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
    Connections to the Standards for Mathematical Practice
    2. Reason abstractly and quantitatively.
    3. Construct viable arguments and respond to the reasoning of others
    6. Attend to precision.
    See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.

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 the researcher's information to a map produced by the U.S. Geological Services of bat populations in the U.S. over a ten-year period. 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 Skills

4. Report on a topic, text, procedure, or solution to a mathematical problem, 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.)
   Connections to the Standards for Mathematical Practice
   2. Reason abstractly and quantitatively.
   3. Construct viable arguments and respond to the reasoning of others.
   6. Attend to precision.
   See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.
5. Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
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.)

Grade 5 Language Standards [L]

The following standards 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.*

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 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.[11]
   - **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.

[11] 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 in the pre-K–5 resource section in this Framework.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a. Write legibly and fluently by hand, using either print or cursive handwriting; write their given and family name signature in cursive.
    b. Use punctuation to separate items in a series.[12]
    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. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.[12]
    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)

Vocabulary Acquisition and Use

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 abbreviations derived from words or phrases in other languages (*e.g., lb., oz., etc.*).
    e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    a. Interpret figurative language, including similes and metaphors, in context.
    b. Recognize and explain the meaning of common idioms, adages, and proverbs.
    c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
6. Acquire and use accurately 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

[12] 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 in the pre-K–5 resource section in this Framework.

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.)

Connections to the Standards for Mathematical Practice

6. Attend to precision.

See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.

Resources for Implementing the Pre-K–5 Standards

This section is a brief guide to resources within this Framework for supporting the Pre-K–5 standards.

- **Literacy in the Context of a Well-Rounded Pre-K–5 Curriculum**, on the next page, discusses how reading, writing, speaking and listening, and language can be incorporated into any subject.

- **Examples in the Standards** contains a list of the instructional examples for each grade that combine literacy with language arts, math, science, social studies and civics, social/emotional learning, and the arts. Many of the short examples are linked to authentic examples of student writing (Massachusetts Writing Standards in Action Project).

- **Range of Student Reading Pre-K–5** shows the breadth of literary and informational print, digital, audio, and video works students at these grade levels should encounter, discuss, and write about.

- **Literacy and Mathematics** shows how the *Massachusetts Curriculum Framework for Mathematics* reinforces literacy in one of its Guiding Principles and several of its Standards for Mathematical Practice. This section also discusses the shared responsibility of classroom teachers and math coaches in developing students' literacy and math skills, along with their interest in math.

- **Range, Quality, and Complexity of Student Reading Pre-K–5** is included to clarify the expectations of Reading Standard 10, which addresses the kinds of grade-level texts students in grades 2–5 are expected to read independently and proficiently. As they are learning to read, children in pre-K to grade 1 benefit enormously from listening actively and discussing books read to them or reading along with an adult. Students at this age can understand texts that are far above their independent reading level.

  On the pages that follow, you will find the three factors the Framework uses for measuring text complexity: qualitative evaluation, quantitative evaluation, and matching reader to text and task; the criteria for evaluating the qualitative complexity of literary and informational texts; and a list of illustrative titles that are representative of a wide range of readings designed to introduce students to many kinds of literature and to build content knowledge.

- **A Sample Informational Text Set** shows a collection of books on water for the primary or intermediate grades on the subject of water and its importance to living beings. By design, the set includes texts with varied structures and levels of text complexity.

- **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 chart shows skills in Language Standards 1, 2, 3, and 6 that are particularly likely to require continued attention through grade 12 as they are applied to increasingly sophisticated writing and speaking.

- **Appendices**
  Appendix A discusses the application of the standards for English learners and students with disabilities, with an emphasis on Massachusetts resources and initiatives.
  Appendix B lists suggested authors and illustrators from the past and present. Introducing children to books by these authors and illustrators will acquaint students with excellent examples of children's literature and nonfiction on a variety of topics. These lists are organized into sections for grades pre-K–2, 3–4, 5–8, and 9–12; the pre-K–8 selections have been reviewed by the editors of the Horn Book, a respected journal on books for children and young adults.
  Appendix C is a glossary of terms used in the Framework and other terms that teachers and students are

likely to encounter in the study of reading, writing, speaking and listening, and language. **Appendix D** is a bibliography which includes digital and print sources on English language arts and literacy.

Literacy in the Context of a Well-Rounded Pre-K–5 Curriculum

Understanding of language and story begins when babies listen to their parents, family members, siblings, and friends converse, read them stories and poems, sing songs, and play games. Growing up in a literacy-rich environment helps develop vocabulary, social and emotional learning, and knowledge of the world.

Opportunities to expand children's literacy skills, content knowledge and love of reading abound at the elementary school level. The pre-K–5 ELA/Literacy standards include expectations for reading, writing, speaking, listening, and language applicable to language arts, mathematics, social studies/civics, science, the arts, social/emotional learning and comprehensive health, and digital literacy. Access to a comprehensive classroom, school, or public library is a key aspect of building literacy at any level. Librarians and teachers can help students find literary and informational texts that will build content knowledge and appeal to individual readers' interests. Adults can use the suggested author/illustrator lists in Appendix B as a guide to locating well-written texts that explore significant ideas using rich vocabulary and high-quality visual images.

Examples in the Standards

The pre-K–5 ELA/Literacy standards contain numerous examples showing how literacy is incorporated in language arts and other subjects. Please see the examples of curriculum units, lessons, and student writing listed under the following standards:

Pre-Kindergarten ELA/Literacy
RL.PK.7, RI.PK.2, L.PK.1; mathematics: SL.PK.1; science: RI.PK.2, W.PK.2; social studies/civics: W.PK.3

Kindergarten ELA/Literacy
RL.K.2, RL.K.5, W.K.2, SL.K.6, L.K.1; mathematics: L.K.6; science: RI.K.7; social/emotional learning: RI.K.3, W.K.3

Grade 1 ELA/Literacy
RL.1.5, RL.3.9, R1.1.3, W.1.1, SL.1.1, L.1.6; science: W.1.2, W.1.8; social/emotional learning: SL.1.1; social studies/civics: RI.1.3

Grade 2 ELA/Literacy
W.2.3, W.2.4; mathematics: RL.2.4, RI.2.3, SL.2.3; science: W.2.2; social/emotional learning: W.2.7; social studies/civics: RI.2.7, SL.2.1; the Arts: L.2.6

Grade 3 ELA/Literacy
RL.3.2, RI.3.5, W.3.3; mathematics: SL.2.3; L.3.6; science: SL.3.4; social/emotional learning: RL.3.2, W.3.2; social studies/civics: W.3.1

Grade 4 ELA/Literacy
RL.4.1, W.4.1, SL.4.1, L.4.5; mathematics: RI.4.7; social/emotional learning: RL.4.1, W.4.2; social studies/civics: RI.4.2

Grade 5 ELA/Literacy
RL.5.2, L.5.3; science: W.5.2, SL.5.3; social studies/civics: RL.5.3, W.5.1

Note: The lists of relevant standards accompanying the examples are meant to be illustrative, not comprehensive.

Range of Student Reading, Listening, and Viewing in Pre-K–5

Students in pre-K–5 should read texts selected from a broad range of cultures and periods to complement a well-rounded curriculum and appeal to individual readers' interests.

Literature

Stories: Includes children's adventure stories, fantasy stories, mysteries, realistic fiction, and myths, folktales, legends, and fables.
Drama: Includes staged dialogue and scripts of brief scenes.
Poetry: Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem.

Informational Text

Literary Nonfiction and Historical, Scientific, Mathematical, and Technical Texts
Includes biographies and autobiographies; books and articles about history, social science, mathematics, and the arts; book reviews, editorials, and opinion pieces; and technical texts, including directions, forms, and information displayed in graphs, charts, or maps.

Note: Some informational books for children on mathematics and science present concepts in the form of imaginative narratives or poems.

Multimedia, Video, and Audio Texts

In order to meet the standards for Speaking and Listening, students should have the opportunity to listen to, view, discuss, and write about recorded or live speeches, storytelling, performances, and short video documentaries or news reports chosen to complement the curriculum.

Literacy and Digital Literacy

The Massachusetts Standards for Digital Literacy and Computer Science contain Practice 6 (Collaboration) and Practice 7 (Research) and a set of related standards for Digital Tools and Collaboration. These complement, in particular, the ELA/literacy Framework's Writing Standard 6 on Collaboration and Standards 7 and 8 on Research. The Digital Literacy Standards for the elementary grades are written for K–2 and 3–5.

Literacy and Mathematics

In the elementary grades, math is commonly taught by classroom teachers, sometimes with the assistance of a math coach. These educators share the responsibility of making vital connections between math and literacy; hence there are references to math in this Framework and references to literacy in the *Massachusetts Curriculum Framework for Mathematics*.

When math is referred to in the ELA/literacy Framework, it is with the assumption that any reading, writing, speaking, and listening and language work in math will be closely aligned to the grade-level standards for mathematical content and the standards for mathematical practice in the *Massachusetts Curriculum Framework for Mathematics*.

Connections among the Standards for Mathematical Practice and Literacy

Three Standards for Mathematical Practice (SMP) for pre-K–5 have natural connections to literacy:

- **SMP 2** addresses how students reason abstractly and quantitatively.
- **SMP 3** addresses how students construct mathematical arguments and respond to the arguments of others.
- **SMP6** addresses precision in the use of mathematical language and symbols.

While there is not a one-to-one correspondence between the mathematics and ELA/literacy standards, the following seven College and Career Ready (CCR) Standards for ELA/Literacy broadly address similar skills described in the three Standards for Mathematical Practice listed above:

- **CCR Reading Standard 7:** Integrate content presented in diverse media and formats, including visually, and quantitatively, as well as in words.
- **CCR Writing Standard 1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **CCR Writing Standard 5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **CCR Speaking and Listening Standard 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.
- **CCR Speaking and Listening Standard 2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **CCR Speaking and Listening Standard 4:** Present information, findings, and supporting evidence such that:
    - Listeners can follow the line of reasoning.
    - The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
- **CCR Language Standard 6:** Acquire and use accurately 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.

An excerpt from the *Massachusetts Mathematics Framework's* **Standard for Mathematical Practice 2, for Pre-K–5, Reason abstractly and quantitatively:**
"Mathematically proficient elementary students make sense of quantities and their relationships in problem situations. They can contextualize quantities and operations by using images or stories. They interpret symbols as having meaning, not just as directions to carry out a procedure… Mathematically proficient students know and flexibly use different properties of operations, numbers, and geometric objects. They can contextualize an abstract problem by placing it in a context they then use to make sense of the mathematical ideas."

An excerpt from the *Massachusetts Mathematics Framework's* **Standard for Mathematical Practice 3, for Pre-K–5, Construct viable arguments and critique the reasoning of others:**
"Mathematically proficient elementary students construct oral and written mathematical arguments—that is, explain the reasoning underlying a strategy, solution, or conjecture—using concrete referents such as objects, drawings, diagrams, and actions. Arguments may also rely on definitions, previously established results, properties, or structures… Students can listen to or read the arguments of others, decide whether they make sense, ask useful questions to clarify or improve the arguments, and build on those arguments."

An excerpt from the *Massachusetts Mathematics Framework's* **Standard for Mathematical Practice 6, for Pre-K–5, Attend to precision:**
"Mathematically proficient elementary students communicate precisely to others both orally and in writing. They start by using everyday language to express their mathematical ideas… As they encounter the ambiguity of everyday terms, they come to appreciate, understand, and use mathematical vocabulary. Once young students

become familiar with a mathematical idea or object, they are ready to learn more precise mathematical terms to describe it… Elementary students use mathematical symbols correctly and can…use clear and concise notation to record their work."

A Note on Reading, Mathematics, and Literature for Pre-K–5:
This Framework uses the term "mathematical texts" in grades pre-K–5 to indicate two types of texts:

1. Word problems that put a mathematical idea in the form of a short scenario written in words and symbols.
2. Books written for children that present math concepts in the context of a fictional narrative.

There are many sources for word problems in print and online: the *Massachusetts Mathematics Framework* includes many of them as illustrative examples along with the standards. Deciphering word problems is a skill expected to be taught as part of the math curriculum, either by a classroom teacher or a math specialist.

This ELA/Literacy Framework, on the other hand, highlights the other kind of texts, those written as children's books about math with the purpose of engaging the reader and enriching mathematical knowledge and imagination. This category of math literature includes counting rhymes and riddles, concept books about numbers and shapes for young readers as well as books for older students such as Marilyn Burns' *Spaghetti and Meatballs for All*, the elegantly illustrated mathematical concept books of Mitsumasa Anno, *The Math Curse* by Jon Scieszka and Lane Smith, or Cindy Neuschwander's *Sir Cumference* series. The uses of such books are many: to introduce a concept from the grade-level math curriculum to a whole class, to extend the learning of a small group of students, or to open an individual reader's mind to dimensions of mathematics beyond those found in the textbook.

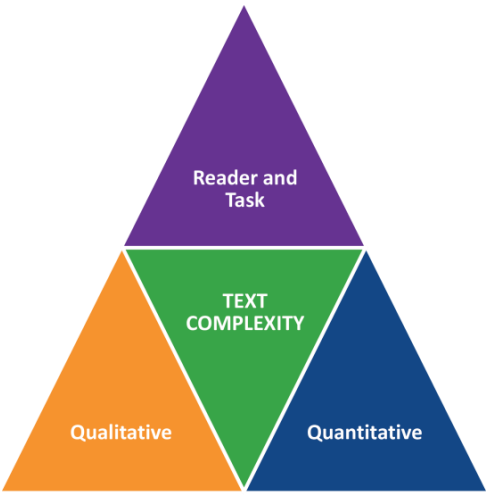
Still other books with math content, including classics such as *The Phantom Tollbooth* by Norton Juster and Jules Feiffer, and Lewis Carroll's *Alice's Adventures in Wonderland* and *Through the Looking Glass*, fall more into the realm of imaginative fiction and would be included in the language arts, rather than the math curriculum.

Several selections of math story book texts appear in the table.

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

Measuring Text Complexity: Three Factors

Students should become skilled at reading texts of progressively increasing complexity as they move through the elementary grades. When educators choose reading materials, they need to be aware of dimensions of text complexity as well as the reading ability, motivation, and interests of their students.



The standards presume that all three elements below will come into play when text complexity and appropriateness are determined.

1. Qualitative evaluation of the text

Qualitative criteria include:

- Levels of Meaning (literary texts) or Purpose (informational texts).
- Text Structure.
- Illustration, Graphics, and Page Layout.
- Conventionality, Vocabulary, and Sentence Structure.
- Knowledge Demands: Life Experiences, Culture and Literature (literary texts), and Subject-Matter Knowledge (informational texts).

These qualities are only measurable by attentive human readers. Experienced educators at the Pre-K–5 level often work in teams to determine which texts will be used for readings in a particular grade. Teachers may use the continuum charts on the following two pages as guides to determining qualitative text complexity for literary and informational texts.

2. Quantitative evaluation of the text

Quantitative criteria typically include: word length or frequency, sentence length, and text cohesion. Readability measures and other scores of text complexity are measured by computer software and are not reliable as a sole measure of appropriateness for a grade level. Quantitative measures are often unreliable when applied to poetry, drama, and contemporary fiction, where simple words and conversational dialogue may result in a low grade-level rating, yet convey very complex ideas. Examples of quantitative measures are: ATOS by Renaissance Learning, Degrees of Reading Power by Questar Assessment, Flesch-Kincaid (public domain), the Lexile Framework for Reading by MetaMetrics, Reading Maturity by Pearson Education, and SourceRater by Educational Testing System. Educators should follow district or school practices and guidelines in determining quantitative text complexity. There is no statewide policy in Massachusetts on determining quantitative text complexity.

3. Matching reader to text and task

These criteria include: 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). Such determinations are best made by teachers employing their professional judgment, experience, and knowledge of their students and the subject.

Note: Additional information on text complexity and how it is measured is contained in Appendix A and the Supplemental Information for Appendix A of the Common Core State Standards.

Qualitative Analysis of Literary Texts for Pre-K–5: A Continuum of Complexity

Levels of Meaning		
Single level of meaning◀ Theme is obvious and revealed early in the text ◀		▶ Multiple levels of meaning ▶ Theme is subtle or ambiguous and revealed over the course of the text
Text Structure		
Simple◀ Conventional◀ Events are related in chronological order◀ Prose is linear or poem has a predictable structure◀		▶ Complex ▶Unconventional ▶Events are related out of chronological order ▶Includes subplots or shifts in point of view, settings, or time
Illustrations, Graphics, and Page Layout		
Connection between written text and illustration is clear and direct and supports analysis of text◀ Illustrations depict characters, settings, and events as they are portrayed in words◀ Illustrations may be unnecessary to understanding the text◀ Graphics (typeface and size, lettering, page layout) are conventional and focus attention on the text◀		▶Connection between written text and illustrations may be subtle, ironic, ambiguous, or even contradictory ▶Illustrations are necessary to understanding the text and may depict more information about characters, settings, and events than is conveyed in the words of the text ▶ Graphics (typeface and size, lettering, page layout) are unconventional; illustrations may be decorative or elaborate and divert attention from the text
Conventionality, Vocabulary, and Sentence Structure		
Conventionality: literal, straightforward language◀ Vocabulary: contemporary, familiar, conversational◀ Sentence structure: mainly simple sentences◀ If dialogue is present, the intent of the speaker is clear and exchanges between characters are straightforward and easy to understand ◀		▶Conventionality: dense, complex, with figurative, abstract, or ironic language ▶Vocabulary: complex, unfamiliar, general academic or subject-specific or archaic; may be ambiguous or purposely misleading ▶Sentence structure: mainly complex-compound sentences with multiple concepts in subordinate clauses or phrases; varied sentences ▶If dialogue is present, exchanges between characters may be ambiguous, ironic, or difficult to understand
Knowledge Demands: Life Experiences		
Single theme related to everyday experiences that are likely to be familiar to a 21st century elementary school age reader◀		▶ Multiple themes related to experiences are distinctly different from that of a 21st century elementary school age reader
Knowledge Demands: Literature and Culture		
Some familiarity with genre conventions useful◀ Few unexplained references or allusions are made to other texts or cultural experiences◀ Little prior knowledge is required◀		▶Understanding is dependent on cultural and literary knowledge ▶ Many references or allusions are made to other texts or cultural experiences ▶References are not explained and require prior knowledge, inference, or interpretation

Adapted from the Council of Chief State School Officers (CCSSO) Qualitative Measures Rubric (2012), Appendix A, *Research Supporting Key elements of the Standards Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* (2010), and Cappiello, M, and Dawes, E., *Teaching to Complexity* (2015), Huntington, CA: Shell Education.

Qualitative Analysis of Informational Texts for Pre-K–5: A Continuum of Complexity

Purpose		
Text is explicitly stated, clear, concrete, narrowly focused◀	⟷	▶ Text is subtle and intricate; includes theoretical or abstract elements
Text Structure		
Connections between ideas, processes, or events are explicit and clear◀ Text is sequential, chronological or follows a predictable pattern ◀ Text features help the reader navigate content◀	⟷	▶ Connections among multiple ideas, processes, or events are complex ▶ Text may use several organizing structures (e.g., sequential, cause and effect, problem and solution; organization may be subject specific) ▶ Text features are essential for understanding content
Illustrations, Graphics, and Page Layout		
Illustrations, graphs, charts, diagrams, maps, or sidebars are simple and easy to interpret ◀ Connections between written text and illustrations, graphs, charts are clear and direct and support analysis of text◀ Page layout is simple and emphasizes relationships of images and text◀	⟷	▶Illustrations, graphs, charts, diagrams, maps, or sidebars are intricate, complicated, may be extensive and integral to understanding of text ▶Graphics may add information not otherwise conveyed in the text ▶Page layout may be complicated with multiple connections among graphics and other design elements
Conventionality, Vocabulary, and Sentence Structure		
Conventionality: literal, straightforward language ◀ The text uses vocabulary that is contemporary, familiar, and conversational ◀ The sentence structure exhibits mainly simple sentences◀	⟷	▶Conventionality: dense, complex, with figurative, abstract, or ironic language ▶The vocabulary is complex, unfamiliar, highly academic or subject-specific; may be archaic (as in older primary sources), ambiguous, or purposely misleading ▶Sentence structure mainly uses complex-compound sentences with multiple concepts in subordinate clauses or phrases; varied sentences
Knowledge Demands: Life Experiences		
Subject matter is everyday practical knowledge that is likely to be familiar to a 21st century elementary school age reader; includes simple, concrete ideas◀	⟷	▶ Subject matter relies on extensive discipline-specific or theoretical knowledge that may be unfamiliar to a 21st century elementary school-age reader; includes a range of abstract ideas
Knowledge Demands: Literature and Culture		
Text has no or few unexplained references or allusions are made to other texts, outside ideas, or theories◀	⟷	▶Understanding is dependent on subject-specific knowledge ▶Many references or allusions are made to other texts, outside ideas, or theories

Adapted from the Council of Chief State School Officers (CCSSO) Qualitative Measures Rubric (2012), Appendix A, *Research Supporting Key elements of the Standards Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* (2010), and Cappiello, M, and Dawes, E., *Teaching to Complexity* (2015), Huntington, CA: Shell Education.

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 of the *Common Core State Standards* for excerpts from 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–K	▪ *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)*
1	▪ "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 Tobin (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) ▪ *Anno's Seeds* by Mitsumasa Anno (1995) ▪ *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, Cambridge, Massachusetts

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 and 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 resource.

- 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. [nonfiction]
- Wick, W. (1997). *A drop of water: A book of science and wonder.* New York: Scholastic. [nonfiction]

Extension Texts

These 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]

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 footnotes in Language Standards 1, 2, 3, and 6, 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.
L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
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 correct inappropriate sentence fragments and run-on sentences.
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.

Standards for English Language Arts
Grades 6 through 12

ANCHOR STANDARDS

Reading

Writing

Speaking and Listening

Language

STANDARDS BY GRADE LEVEL

Grade 6

Grade 7

Grade 8

Grades 9–10

Grades 11–12

RESOURCES FOR IMPLEMENTING GRADES 6–12 STANDARDS

College and Career Readiness Anchor Standards for Reading

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 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.

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, including visually and quantitatively, as well as in words.[13]
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.[14]

[13] 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.

[14] 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 the Grades 6–12 resource section in this Framework for more information regarding range, quality, and complexity of student reading for grades 6–12. Appendix A of the Common Core State Standards also discusses text complexity in depth, and the Massachusetts Model Curriculum Unit Project provides examples of complex texts and tasks.

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.

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 short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. When conducting research, 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.

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.

Range of Writing

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

College and Career Readiness Anchor Standards 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, including visually, quantitatively, and orally.
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.
   - 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.

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.

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.

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 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.

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 much a matter of craft as one 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.

Grade 6 Reading Standards

Grade 6 Reading Standards for Literature [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.*

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, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
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.
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)

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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.
6. Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

7. Compare and contrast the experience of reading a story, drama, or poem to that of listening to or viewing the same text.
8. (Not applicable. For expectations regarding themes in literary texts, 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.

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 more on qualitative and quantitative dimensions of text complexity.)

Grade 6 Reading Standards for Informational Text [RI]

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, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)

2. Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
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).

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.)
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.
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas

7. Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.
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.
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).

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 more on qualitative and quantitative dimensions of text complexity.)

Grade 6 Writing Standards [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 Common Core State Standards and the Massachusetts Writing Standards in Action Project.

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. Finally, although the bulk of writing assigned in school should address the purposes described below, other forms of writing—for example, personal reflections in prose or poem form, scripts of dramas or interviews—should have a place in the classroom as well. 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 Appendix B: A Literary Heritage).

1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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.

Persuasive letters offer two sixth grade writers the opportunity to express their opinions in thoughtful arguments posted on Massachusetts Writing Standards in Action. "Dear Mr. Sandler" makes a plea to the producer to stop showing actors enjoying smoking in films for teenagers because doing so sets a bad example (W.6.1, W.6.4, W.6.9, L.6.1, L.6.3, RI.6.1, RI.6.7, and SL.6.2). In "Dear Mr. Spinelli," another student writes to author Jerry Spinelli about the theme of triumphing over racism and homelessness in the book* Maniac Magee *(W.6.1, W.6.2, W.6.4, W.6.9, RL.6.1, RL.6.2, L.6.2, L.6.3, L.6.5). This letter was written as part of the "Letters about Literature" project of the Massachusetts Center for the Book and the Library of Congress.

2. Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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.

After reading both historical fiction and nonfiction sources about the Salem witch trials, a student blends informational and narrative writing to present an individual character's actions and to explain the larger meaning of beliefs about guilt and innocence in seventeenth-century Salem. See the Massachusetts Writing Standards in Action example, "The Salem Witch Trials." (W.6.2, W.6.3, W.6.4, W.6.8, W.6.9, RI.6.1, L.6.1, L.6.2, L.6.3, L.6.5, L.6.6)

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, figurative and sensory language, and techniques such as personification (e.g., "the fog crept in") to convey experiences or events.
    e. Provide a conclusion that follows from the narrated experiences or events.

Two compositions on Massachusetts Writing Standards in Action show the versatility of narrative. In the poem "Sailing," a student describes the exhilaration and peace of being at sea on a sailboat, using

sensory images to convey the magic of this personal experience. (W.6.3, W.6.4, W.6.10, L.6.3, L.6.5). "Feelings of Fall" is a prose narrative organized around a conflict that takes place between a girl and her grandfather over raking leaves in chilly November. It shows how a science lesson on the seasons gives the girl not only an awareness of nature, but also an awareness of her own feelings. (W.6.3, L.6.1, L.6.2, L.6.3)

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.)
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 vocabulary (as described in Language Standards 4–6 up to and including grade 6).
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.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
8. When conducting research, 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.
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.

Range of Writing

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

Grade 6 Speaking and Listening Standards [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.*

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

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.)
5. Include multimedia components and visual displays in presentations to clarify information.
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.)

Grade 6 Language Standards [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.

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.[15]
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.[15]
   b. 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.

[15] 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 in the Grades 6–12 resource section in this Framework.

a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.[16]

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.[16]

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.

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).

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*).

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.)

[16] 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 in the Grades 6–12 resource section in this Framework.

Grade 7 Reading Standards

Grade 7 Reading Standards for Literature [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.*

Key Ideas and Details

1. Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and 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.
3. Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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, flashback in a novel, soliloquy in a drama).
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Integration of Knowledge and Ideas

7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.

   For example, students analyze how an author uses words and phrases to create a mood of fear in a print text and compare that to the way a film director creates a similar mood with settings and images, sounds, lighting, and camera angles.
8. (Not applicable. For expectations regarding themes in literary texts, see RL.2.)
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-nineteenth-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)

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 7. (See more on qualitative and quantitative dimensions of text complexity.)

Grade 7 Reading Standards for Informational Text [RI]

Key Ideas and Details

1. Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
2. Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
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).

Craft and Structure

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.)

   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.7.4, W.7.2, W.7.9)
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.
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.

Integration of Knowledge and Ideas

7. Compare and contrast a written text to an audio, video, or multimedia version, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
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.
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.

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 7. (See more on qualitative and quantitative dimensions of text complexity.)

Grade 7 Writing Standards [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 Common Core State Standards and the Massachusetts Writing Standards in Action Project.

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. Finally, although the bulk of writing assigned in school should address the purposes described below, other forms of writing—for example, personal reflections in prose or poem form, scripts of dramas or interviews—should have a place in the classroom as well. 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 Appendix B: A Literary Heritage).

1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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.

    In "Animal Rights: Give them a Voice," on Massachusetts Writing Standards in Action, a seventh grade student makes the claim for the rights of animals, giving vivid examples of the conditions under which they are raised for food and experimentation. Acknowledgment and rebuttal of the opposing claim as well as discussion of a practical compromise alternative demonstrate the writer's understanding of the complexity of the issue. (W.7.1, W.7.4, W.7.9, RI.7.1, L.7.2, L.7.3, L.7.5)
2. Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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.

    The theme "Fear can turn human beings into monsters" is explored in a literary analysis essay on Massachusetts Writing Standards in Action that examines Rod Serling's teleplay, "The Monsters Are Due on Maple Street," from the early television series, The Twilight Zone. (RL.7.1, RL.7.2, W.7.2, W.7.4, L.7.3, SL.7.2)
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 establish a mood that evokes an emotion, to capture action, and to convey experiences or events.
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

The narrative mode is used with imagination and skill in two seventh grade examples on Massachusetts Writing Standards in Action. In the first example, "The Great Escape: from the Amazing Adventures of Bunny Foo Foo," the point of view is that of a pet rabbit, just on the edge of finding freedom from its cage, and the story is told with a playful tone as a first person narrative. "The Tale of a Leaf," the second example, is a poem that uses vivid sensory and figurative language and symbolism to impart a sense of joy and wonder to the autumn flight of a falling leaf. Both examples are aligned to Standards W.7.3, W.7.10, W.7.4, L.7.1, L.7.2, and L.7.5.

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.)

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, W.7.4)

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 vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).
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.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
8. When conducting research, 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 7 Standards for Reading Literature or Reading Informational Text as needed.

Range of Writing

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

Grade 7 Speaking and Listening Standards [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.*

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 7 topics, texts, and issues*, building on others' ideas and clearly expressing their own.
    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.
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.
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

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.)
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
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.)

Grade 7 Language Standards [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.*

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 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).[17]
   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.[17]
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).

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.

Vocabulary Acquisition and Use

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).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g., literary, biblical, 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*).
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.)

[17] 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 in the Grades 6–12 resource section in this Framework.

Grade 8 Reading Standards

Grade 8 Reading Standards for Literature [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.*

Key Ideas and Details

1. Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and 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.
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 specific word choices on meaning, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
5. Compare and contrast the structures of two or more texts, analyzing how structure contributes to meaning and style in each text.
6. Analyze how differences in point of view between characters and audience (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Integration of Knowledge and Ideas

7. Analyze the extent to which an audio, filmed, or staged production of a story, drama, or poem stays faithful to or departs from the original text or script, evaluating the choices made by the director or performer(s).
8. (Not applicable. For expectations regarding themes in literary texts, see RL.2.)
9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Range of Reading and Level of Text Complexity

10. 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 more on qualitative and quantitative dimensions of text complexity.)

Grade 8 Reading Standards for Informational Text [RI]

Key Ideas and Details

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, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
2. Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.

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; 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 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 analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

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

Grade 8 Writing Standards [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 Common Core State Standards and the Massachusetts Writing Standards in Action Project.

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. Finally, although the bulk of writing assigned in school should address the purposes described below, other forms of writing—for example, personal reflections in prose or poem form, scripts of dramas or interviews—should have a place in the classroom as well. 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 Appendix B: A Literary Heritage).

1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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.

A literary analysis of Jim Hall's poem, "Maybe Dats Youwr Pwoblem Too," begins not with a usual thesis statement but with a personal anecdote of a situation that amused others but embarrassed the author. This lead engages the reader to continue reading an analysis of Hall's humorous/serious poem about the dilemma of being Spiderman, a man who can't escape his identity. Massachusetts Writing Standards in Action (W.8.1, W.8.3, W.8.9, RL.8.1, RL.8.2, RL.8.4, L.8.5)

2. Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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.

A student shows deep personal engagement with Cynthia Lord's book* Rules *in a letter to the author describing how reading the book deepened her understanding of her autistic brother. The letter maintains a tone of friendliness and appreciation. Massachusetts Writing Standards in Action (W.8.2, W.8.4, W.8.9, RL.8.1, L.8.1, L.8.2, L.8.3, L.8.5)

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 and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.
    e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Suspense builds in "Lab Rat," an eighth grade science fiction story on Massachusetts Writing Standards in Action. Developed in a manner appropriate to a chapter of a longer work, the conclusion focuses on the plight of the narrator and invites the reader to continue reading further to find out what happens next (W.8.3, W.8.4, L.8.1, L.8.3, L.8.6). A different sort of narrative unfolds in the poem, "Before on Stone." In this work, the writer adapts the form of Stephen Chbosky's poem, "Once on Yellow Paper with Green Lines," from his coming-of-age novel, The Perks of Being a Wallflower, to create a new poem that traces the evolution of writing through time (W.8.3, W.8.10, RL.8.4, L.8.3, L.8.5, L.9–10.1).

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.)
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 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 and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. When conducting research, 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 8 standards for Reading Literature or Reading Informational Text as needed.

Range of Writing

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

Grade 8 Speaking and Listening Standards [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.*

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
    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. 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, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

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.)

5. Integrate multimedia components 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 8 Language Standards 1 and 3 for specific expectations.)

Grade 8 Language Standards [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.*

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 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.[18]

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.

[18] 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 in the Grades 6–12 resource section in this Framework.

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.

Vocabulary Acquisition and Use

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. 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 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.)

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)

Grades 9–10 Reading Standards

Grades 9–10 Reading Standards for Literature [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.

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.
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.
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.

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, as well as symbols or metaphors that extend throughout a text and shape its meaning. (See grades 9–10 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.
6. Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

7. Analyze a critical response to 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 supporting it.
8. (Not applicable. For expectations regarding themes in literary texts, 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).

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 more on qualitative and quantitative dimensions of text complexity.)

    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)

Grades 9–10 Reading Standards for Informational Text [RI]

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.
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.

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 presence or absence of connections between them.

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)

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).
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.

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.
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.
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.

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 more on qualitative and quantitative dimensions of text complexity.)

Grades 9–10 Writing Standards [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.

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. Finally, although the bulk of writing assigned in school should address the purposes described below, other forms of writing—for example, personal reflections in prose or poem form, scripts of dramas or interviews—should have a place in the classroom as well. To develop flexibility and nuance in their 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 Appendix B: A Literary Heritage).

1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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)
2. Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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).
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 describe settings and characters and establish mood and tone.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

In the personal essay, "Thunder," on Massachusetts Writing Standards in Action, the writer blends narrative and informational techniques to relate a profound personal experience that occurs during an orchestra rehearsal. Information about the performance venue, the weather conditions, the orchestra, and the music coalesces into a brief, fast-paced narrative account of the writer's responses to the music, to the story it evokes, and to her place in the performance. (W.9–10.2, W.9–10.3, W.9–10.4, W.9–10.5, L.9–10.1, L.9–10.2, L.9–10.5, L.9–10.6)

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.)

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 vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).

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.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. When conducting research, 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.

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.

For example, students read Matthew Arnold's poem "Dover Beach." In order to understand the nineteenth-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)

Range of Writing

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

Grades 9–10 Speaking and Listening Standards [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.

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)
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.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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.)
5. Make strategic use of digital media (e.g., audio, visual, 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.)

Grades 9–10 Language Standards [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.

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.[19]

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, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

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).[19]

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).

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)

[19] 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 in the Grades 6–12 resource section in this Framework.

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (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.)

Grades 11–12 Reading Standards

Grades 11–12 Reading Standards for Literature [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.

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, including determining where the text leaves matters uncertain.
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 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 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 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 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).

Integration of Knowledge and Ideas

7. Analyze one or more critical responses to a work or body of literature, including how the critical lens (e.g., formal, historical, feminist, sociological, psychological) influences the interpretation.
8. (Not applicable. For expectations regarding themes in literary texts, see RL.2.)
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 more on qualitative and quantitative dimensions of text complexity.)

Grades 11–12 Reading Standards for Informational Text [RI]

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, including determining where the text leaves matters uncertain.
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 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 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 and evaluate the effectiveness of the structure an author uses in an 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)
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. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., charts, graphs, photographs, videos, maps) as well as in words in order to address a question or solve a problem.
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 pre-twentieth-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 more on qualitative and quantitative dimensions of text complexity.)

Grades 11–12 Writing Standards [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.

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. Finally, although the bulk of writing assigned in school should address the purposes described below, other forms of writing—for example, personal reflections in prose or poem form, scripts of dramas or interviews—should have a place in the classroom as well. 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 Appendix B: A Literary Heritage).

1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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.
2. Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 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, 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. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

A personal view of nature is the subject of the poem, "The Hidden Places," on Massachusetts Writing Standards in Action. The poem's fluid style and coherent organization make the progression of ideas easy to follow. Vivid details, effective figurative language, and skillful manipulation of syntax contribute to the poem's development and tone. In the final stanza, parallel structures indicate a significant shift from reflection on concrete experiences to presentation of an abstract personal view of the natural world. (W.11–12.3, W.11–12.4, W.11–12.10, L.9–10.1, L.11–12.3, L.11–12.5)

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.)
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 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 in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. When conducting research, 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 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 analytical 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 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.

Grades 11–12 Speaking and Listening Standards [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.

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 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) 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, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

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, 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 a command of formal English when indicated or appropriate. (See grades 11–12 Language Standards 1 and 3 for specific expectations.)

Grades 11–12 Language [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.

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 11–12 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
   Word Usage
   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. Observe hyphenation conventions.
   b. Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

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. 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.[20]

Vocabulary Acquisition and Use

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., 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 grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (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.)

[20] 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 in the Grades 6–12 resource section in this Framework.

Resources for Implementing the Grades 6–12 Standards for English Language Arts

This section is a brief guide to resources within this Framework for supporting the Grades 6–12 standards for English Language Arts.

- **Standards for English Language Arts,** on the next page, describes the standards that are intended for classes typically taught by members of a middle or high school English department. This section contains a list of instructional examples and student writing samples at each grade level that focus on the English curriculum.

- **Examples in the Standards** contains a list of the instructional examples for each grade that focus on English language arts. Many of the short examples are linked to authentic examples of student writing (Massachusetts Writing Standards in Action Project).

- **Range of Student Reading in English** Language Arts in grades 6–12 shows the breadth of literary and informational print, digital, audio, and video works that students at these grade levels should encounter, discuss, and write about.

- **Range, Quality, and Complexity of Student Reading** in grades 6–12 English is included to clarify the expectations of Reading Standard 10, which addresses the kinds of grade-level texts that students in grades 6–12 are expected to read independently and proficiently.

  On the pages that follow, you will find the three factors the Framework uses for measuring text complexity: qualitative evaluation, quantitative evaluation, and matching reader to text and task; the criteria for evaluating the qualitative complexity of literary and informational texts; and a list of illustrative titles that are representative of a wide range of readings designed to introduce students to many kinds of literature and to build content knowledge.

- **A Sample Informational Text Set** shows a collection of books for the middle grades on the subject of friendship. By design, the set includes texts with varied structures and levels of text complexity.

- **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 chart shows skills in Language Standards 1, 2, 3, and 6 that are particularly likely to require continued attention through grade 12 as they are applied to increasingly sophisticated writing and speaking.

- **Appendices**
  Appendix A discusses the application of the standards for English learners and students with disabilities, with an emphasis on Massachusetts resources and initiatives.
  Appendix B lists suggested authors and illustrators from the past and present. Introducing children to books by these authors and illustrators will acquaint students with excellent examples of children's literature and nonfiction on a variety of topics. These lists are organized into sections for grades pre-K–2, 3–4, 5–8, and 9–12; the pre-K–8 selections have been reviewed by the editors of the Horn Book, a respected journal on books for children and young adults.
  Appendix C is a glossary of terms used in the Framework and other terms that teachers and students are likely to encounter in the study of reading, writing, speaking and listening, and language.
  Appendix D is a bibliography which includes digital and print sources on English language arts and literacy.

Standards for English Language Arts

Reading, writing, speaking, and listening in middle and high school English language arts curricula involve both literature and informational texts and media, analyses of texts, informal research projects, formal research papers, personal essays, and compositing and presenting media presentations. Such curricula introduce students to literature that asks fundamental questions about personal identity, social justice, truth, sorrow, and joy in human experience. Discussing and writing about these ideas can be a powerful component of social/emotional learning.

In some cases, teachers collaborate with their peers in other departments for jointly taught lessons. For example, an English teacher and a history teacher may collaborate on a humanities unit in which students read Lincoln's Second Inaugural Address, the English teacher for the purpose of analyzing Lincoln's use of Biblical allusion and parallelism, and the history teacher for the purpose of examining the president's vision for the nation at the end of the Civil War and a month before his assassination.

Access to a well-stocked and comprehensive classroom, school, or public library is a key aspect of building literacy at any level. Students and adults can use the suggested author/illustrator lists in Appendix B as a guide to locating well-written texts that explore significant ideas using rich vocabulary and visual images.

Examples in the Standards

Please see the examples of English language arts curriculum units, lessons, and samples of student writing listed under the following standards:

Grade 6
RL.6.3, W.6.1, W.6.2, W.6.3, L.6.4

Grade 7
RL.7.9, RI.7.5, W.7.1, W.7.2, W.7.3, W.7.5

Grade 8
W.8.1, W.8.2, W.8.3, SL.8.4, L.8.6

Grades 9–10
RL.9–10.9, RL.9–10.10, RI.9–10.4, W. 9–10.1, W.9–10.3, W.9–10.10, SL.9–10.1, L.9–10.5

Grades 11–12
RL.11–12.9, RI.11–12.5, W.11–12.3, W.11–12.9

Note: The lists of relevant standards accompanying the examples are meant to be illustrative, not comprehensive.

Range of Student Reading, Listening, and Viewing in grades 6–12 English

Students in grades 6–12 English classes should read texts selected from a broad range of cultures and periods to complement a well-rounded curriculum and appeal to individual readers' interests.

Literature

Stories: Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels.
Drama: Includes one-act and multi-act plays from a variety of cultures and time periods, both in written form and on film.
Poetry: Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics.

Informational Text

Literary Nonfiction: Includes the subgenres of exposition, argument, and functional text written for a broad audience. These works may take the form of personal essays, speeches, opinion pieces, news reporting, editorials, interviews, or magazine articles, book reviews, critical essays about the arts or literature, biographies, memoirs, or writing on history, geography, economics, civics, science, or technology. Included are foundational political documents, including the Magna Carta, the Declaration of the Rights of Man, the Declaration of Independence, the Constitution and Bill of Rights, Presidential addresses and Supreme Court decisions and dissents, as well as significant historical documents representing the diversity of the United States.

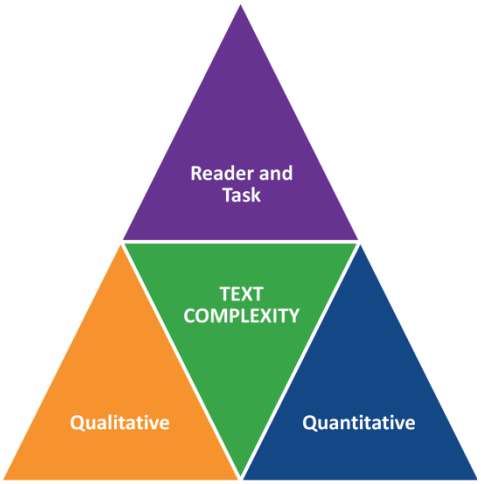
Multimedia, Video, and Audio Texts

In order to meet the standards for Speaking and Listening, students should have the opportunity to listen to, view, discuss, and write about recorded or live speeches, storytelling, performances, and short video documentaries or news reports chosen to complement the curriculum.

Literacy and Digital Literacy

The Massachusetts Standards for Digital Literacy and Computer Science contain Practice 6 (Collaboration) and Practice 7 (Research) and a set of related standards for Digital Tools and Collaboration. These complement, in particular, the ELA/literacy Framework's Writing Standard 6 on Collaboration and Standards 7 and 8 on Research. The Digital Literacy Standards for the middle and high school grades are written for 6–8 and 9–12.

Range, Quality, and Complexity of Student Reading in English Language Arts, Grades 6–12



Measuring Text Complexity: Three Factors

Students should become skilled at reading texts of progressively increasing complexity as they move through the middle and high school grades. When educators choose reading materials, they need to be aware of dimensions of text complexity as well as the reading ability, motivation, and interests of their students.

The standards presume that all three elements below will come into play when text complexity and appropriateness are determined.

1. Qualitative evaluation of the text

Qualitative criteria include:

- Levels of Meaning (literary texts) or Purpose (informational texts).
- Text Structure.
- Illustration, Graphics, and Page Layout.
- Conventionality, Vocabulary, and Sentence Structure.
- Knowledge Demands: Life Experiences, Culture and Literature (literary texts), and Subject-Matter Knowledge (informational texts).

These qualities are only measurable by attentive human readers. Experienced educators at the grades 6–12 level often work in teams to determine which texts will be used for readings in a particular grade. Teachers may use the continuum charts on the following two pages as guides to determining qualitative text complexity for literary and informational texts.

2. Quantitative evaluation of the text

Quantitative criteria typically include: word length or frequency, sentence length, and text cohesion. Readability measures and other scores of text complexity are measured by computer software and are not reliable as a sole measure of appropriateness for a grade level. Quantitative measures are often unreliable when applied to poetry, drama, and contemporary fiction, where simple words and conversational dialogue may result in a low grade-level rating, yet convey very complex ideas. Examples of quantitative measures are: ATOS by Renaissance Learning, Degrees of Reading Power by Questar Assessment, Flesch-Kincaid (public domain), the Lexile Framework for Reading by MetaMetrics, Reading Maturity by Pearson Education, SourceRater by Educational Testing System. Educators should follow district or school practices and guidelines in determining quantitative text complexity. There is no statewide policy in Massachusetts on determining quantitative text complexity.

3. Matching reader to text and task

These criteria include: 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). Such determinations are best made by teachers employing their professional judgment, experience, and knowledge of their students and the subject.

Note: Additional information on text complexity and how it is measured is contained in Appendix A and the Supplemental Information for Appendix A of the *Common Core State Standards*.

Qualitative Analysis of Literary Texts for Grades 6–12: A Continuum of Complexity

Levels of Meaning		
Single level of meaning◀ Theme is obvious and revealed early in the text ◀		▶ Multiple levels of meaning ▶ Theme is subtle or ambiguous and revealed over the course of the text
Text Structure		
Simple◀ Conventional◀ Events are related in chronological order◀ Prose is linear or poem has a predictable structure◀		▶ Complex ▶Unconventional ▶Events are related out of chronological order ▶Includes subplots or shifts in point of view, settings, or time
Illustrations, Graphics, and Page Layout		
Connection between written text and illustration is clear and direct and supports analysis of text◀ Illustrations depict characters, settings, and events as they are portrayed in words◀ Illustrations may be unnecessary to understanding the text◀ Graphics (typeface and size, lettering, page layout) are conventional and focus attention on the text◀		▶Connection between written text and illustrations may be subtle, ironic, ambiguous, or even contradictory ▶Illustrations are necessary to understanding the text and may depict more information about characters, settings, and events than is conveyed in the words of the text ▶ Graphics (typeface and size, lettering, page layout) are unconventional; illustrations may be decorative or elaborate and divert attention from the text
Conventionality, Vocabulary, and Sentence Structure		
Conventionality: literal, straightforward language◀ Vocabulary: contemporary, familiar, conversational◀ Sentence structure: mainly simple sentences◀ If dialogue is present, the intent of the speaker is clear and exchanges between characters are straightforward and easy to understand ◀		▶Conventionality: dense, complex, with figurative, abstract, or ironic language ▶Vocabulary: complex, unfamiliar, general academic or subject-specific or archaic; may be ambiguous or purposely misleading ▶Sentence structure: mainly complex-compound sentences with multiple concepts in subordinate clauses or phrases; varied sentences ▶If dialogue is present, exchanges between characters may be ambiguous, ironic, or difficult to understand
Knowledge Demands: Life Experiences		
Single theme related to everyday experiences that are likely to be familiar to a 21st century elementary school age reader◀		▶ Multiple themes related to experiences are distinctly different from that of a 21st century elementary school age reader
Knowledge Demands: Literature and Culture		
Some familiarity with genre conventions useful◀ Few unexplained references or allusions are made to other texts or cultural experiences◀ Little prior knowledge is required◀		▶Understanding is dependent on cultural and literary knowledge ▶ Many references or allusions are made to other texts or cultural experiences ▶References are not explained and require prior knowledge, inference, or interpretation

Adapted from the Council of Chief State School Officers (CCSSO) Qualitative Measures Rubric (2012), Appendix A, *Research Supporting Key elements of the Standards Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* (2010), and Cappiello, M, and Dawes, E., *Teaching to Complexity* (2015), Huntington, CA: Shell Education.

Qualitative Analysis of Informational Texts for Grades 6–12: A Continuum of Complexity

Purpose		
Text is explicitly stated, clear, concrete, narrowly focused◀	⟷	▶ Text is subtle and intricate; includes theoretical or abstract elements
Text Structure		
Connections between ideas, processes, or events are explicit and clear◀ Text is sequential, chronological or follows a predictable pattern ◀ Text features help the reader navigate content◀	⟷	▶ Connections among multiple ideas, processes, or events are complex ▶ Text may use several organizing structures (e.g., sequential, cause and effect, problem and solution; organization may be subject specific) ▶ Text features are essential for understanding content
Illustrations, Graphics, and Page Layout		
Illustrations, graphs, charts, diagrams, maps, or sidebars are simple and easy to interpret ◀ Connections between written text and illustrations, graphs, charts are clear and direct and support analysis of text◀ Page layout is simple and emphasizes relationships of images and text◀	⟷	▶Illustrations, graphs, charts, diagrams, maps, or sidebars are intricate, complicated, may be extensive and integral to understanding of text ▶Graphics may add information not otherwise conveyed in the text ▶Page layout may be complicated with multiple connections among graphics and other design elements
Conventionality, Vocabulary, and Sentence Structure		
Conventionality: literal, straightforward language◀ The text uses vocabulary that is contemporary, familiar, and conversational ◀ The sentence structure exhibits mainly simple sentences◀	⟷	▶ Conventionality: dense, complex, with figurative, abstract, or ironic language ▶The vocabulary is complex, unfamiliar, highly academic or subject-specific; may be archaic (as in older primary sources), ambiguous, or purposely misleading ▶Sentence structure mainly uses complex-compound sentences with multiple concepts in subordinate clauses or phrases; varied sentences
Knowledge Demands: Life Experiences		
Subject matter is everyday practical knowledge that is likely to be familiar to a 21st century elementary school age reader; includes simple, concrete ideas◀	⟷	▶ Subject matter relies on extensive discipline-specific or theoretical knowledge that may be unfamiliar to a 21st century elementary school age reader; includes a range of abstract ideas
Knowledge Demands: Literature and Culture		
Text has no or few unexplained references or allusions to are made to other texts, outside ideas, or theories◀	⟷	▶Understanding is dependent on subject-specific knowledge ▶Many references or allusions are made to other texts, outside ideas, or theories

Adapted from the Council of Chief State School Officers (CCSSO) Qualitative Measures Rubric (2012), Appendix A, *Research Supporting Key elements of the Standards Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* (2010), and Cappiello, M, and Dawes, E., *Teaching to Complexity* (2015), Huntington, CA: Shell Education.

Texts Illustrating the Range, Quality, and Complexity of Student Reading in English Language Arts, Grades 6–12

Note: The illustrative texts listed below are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B of the *Common Core State Standards* for texts illustrative of grades 6–12 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, 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
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) ▪ "Oranges" by Gary Soto (1985) ▪ *Black Ships before Troy* by Rosemary Sutcliffe (1993) ▪ "A Poem for My Librarian, Mrs. Long" by Nikki Giovanni (2007) ▪ *Brown Girl Dreaming* by Jacqueline Woodson *(2014)* ▪ *Pax* by Sara Pennypacker (2016)	▪ "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) ▪ *Words We Live By: Your Annotated Guide to the Constitution* by Linda Monk (2003) ▪ *March Trilogy* by John Lewis, Andrew Aydin, and Nate Powell (2013-2016)
9–10	▪ *The Tragedy of Macbeth* by William Shakespeare (1592) ▪ "Ozymandias" by Percy Bysshe Shelley (1817) ▪ "The Raven" by Edgar Allan 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) ▪ *The Book Thief* by Markus Zusak *(2005)* ▪ *The Round House* by Louise Erdrich (2013)	▪ "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) ▪ *The Art of Rivalry* by Sebastian Smee (2016)
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) ▪ *Brooklyn* by Colm Tóibín *(2009)*	▪ *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) ▪ *Gratitude* by Oliver Sacks (2015) ▪ *Thank You for Being Late* by Thomas Friedman (2016)

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" by 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.
- DiCamillo, 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.

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 footnotes in Language Standards 1, 2, 3, and 6, 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.
L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
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 correct inappropriate sentence fragments and run-on sentences.
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.

Standards for Literacy in the Content Areas
Grades 6 through 12

ANCHOR STANDARDS

Reading

Writing

Speaking and Listening

STANDARDS BY GRADE LEVEL

Grades 6–8

Grades 9–10

Grades 11–12

RESOURCES FOR IMPLEMENTING GRADES 6–12 STANDARDS

College and Career Readiness Anchor Standards for Reading

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 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, including visually and quantitatively, as well as in words.[21]
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.

Note on range and content of student reading

Reading is critical to building knowledge in history/social studies as well as in science and career/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 and science; 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 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.

[21] 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.

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend complex literary and informational texts.[22]

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.

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 short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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.

[22] 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 the Grades 6–12 resource section for literacy in the content areas in this Framework for more information regarding range, quality, and complexity of student reading for grades 6–12. Appendix A of the Common Core State Standards also discusses text complexity in depth, and the Massachusetts Model Curriculum Unit Project provides examples of complex texts and tasks.

8. When conducting research, 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 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 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, including visually, quantitatively, and orally.
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.
   - 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.

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 is changing quickly, creating a new urgency for students to be adaptable in response to change.

Grades 6–8 Reading Standards

Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

The standards below begin at grade 6; standards for pre-K–5 reading in history/social studies, science, mathematics,[23] 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.

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (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 the source distinct from prior knowledge or opinions.
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).

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
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).

Integration of Knowledge and Ideas

7. Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic.

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 more on qualitative and quantitative dimensions of text complexity.)

Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

Note: These standards do not apply to mathematics. This Framework does not set expectations for reading in mathematics at grades 6–12.

Key Ideas and Details

1. Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

[23] This Framework does not set expectations for reading in mathematics at grades 6–12.

2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
3. Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks.

Craft and Structure

4. Determine the meaning of general academic vocabulary as well as symbols, notation, 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*.
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.
6. Analyze an author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

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).
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
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.

Range of Reading and Level of Text Complexity

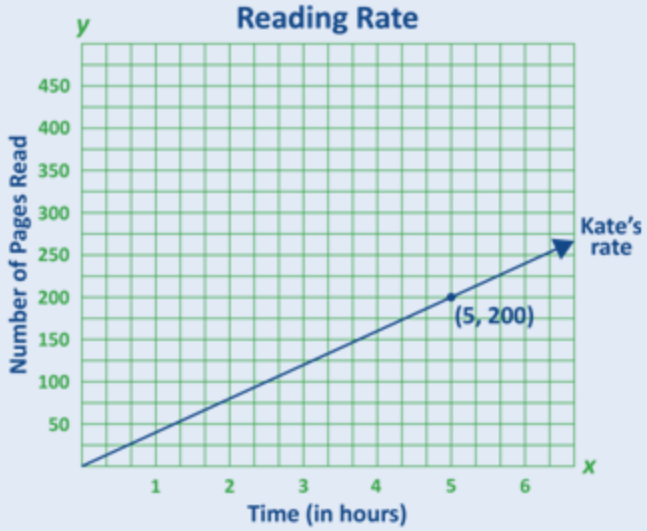
10. Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. (See more on qualitative and quantitative dimensions of text complexity.)

Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

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.

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.



Grade 8 math students read, write, and reason to solve this problem:
Kate is reading a 500-page book. The graph represents the relationship between the number of hours Kate has spent reading and the number of pages she has read.
a. At what rate, in pages per hour, is Kate reading? Show or explain how you got your answer.
b. What is the total amount of time, in hours, it will take Kate to read the entire 500-page book? Show or explain how you got your answer.
Edward is reading the same 500-page book. The equation y=50x represents the relationship between y, the number of pages he has read, and x, the number of hours he has spent reading.
c. On the grid, graph the equation that represents the number of hours that Edward has spent reading and the number of pages he has read. Label the line "Edward's rate."
Edward thinks he will finish reading the book in less time than Kate. Is he correct?
Show or explain how you got your answer.

Connections to the Standards for Mathematical Practice
2. Reason abstractly and quantitatively.
3. Construct viable arguments and respond to the reasoning of others.
See the grades 6–12 resource section for literacy in the content areas in this Framework or the Massachusetts Curriculum Framework for Mathematics.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, 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, or 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.

In a Massachusetts Writing Standards in Action sample of informational/explanatory text, a seventh grader uses research on archaeological discoveries in Egypt's Valley of the Kings as the basis for creating an imagined first-hand account in a fictional archaeologist's journal. Through a number of

sometimes extended entries, the writer sustains a believable tone and sense of wonder. (W.7.3, WCA.6–8.2, WCA.6–8.8, L.7.1, L.7.2, L.7.3)

3. (See note; not applicable as a separate requirement.)[24]

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.

Two writers' responses (1 and 2) to the Dalai Lama's essay, "Many Faiths, One Truth," published in the* New York Times*, are text-based essays that use a formal tone and careful organization appropriate to the Letters to the Editor section of a major newspaper. (WCA.6–8.1, WCA.6–8.4, WCA.6–8.9, RCA.8.1, RCA.6–8.6, RCA.6–8.8, L.8.2, L.8.3) See the Massachusetts Writing Standards in Action Project for more.

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.

Connections to the Standards for Mathematical Practice

6. Attend to precision.

See the grades 6–12 resource section for literacy in the content areas in this Framework or the Massachusetts Curriculum Framework for Mathematics.

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.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

If you could go back to ancient Greece, would you rather live in Athens or in Sparta? In a paired set of arguments posted on Massachusetts Writing Standards in Action, two students make separate cases for the superiority of Athens and Sparta respectively, supporting their arguments with what they have read about the city states in social studies classes. (WCA.6–8.1, WCA.6–8.7, L.6.3, L.6.6)

8. When conducting research, 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. (RCA-ST.6–8.4, WCA.6–8.8, WCA.6–8.9)

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.)

Range of Writing

10. Write routinely 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.

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[24] Students' narrative skills continue to grow in these grades. The standards require 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 so that others can replicate them and (possibly) reach the same results. In addition, career/vocational courses may involve more specific forms of narrative composition: scripts and storyboards in filmmaking, timelines and interview write-ups in journalism, instructions for a tool's assembly or safe use in carpentry, and more.

Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

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.

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.

    Connections to the Standards for Mathematical Practice
    2. Reason abstractly and quantitatively.
    3. Construct viable arguments and respond to the reasoning of others.
    See the grades 6–12 resource section for literacy in the content areas in this Framework or the Massachusetts Curriculum Framework for Mathematics.
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.

    Connections to the Standards for Mathematical Practice
    2. Reason abstractly and quantitatively.
    3. Construct viable arguments and respond to the reasoning of others.
    6. Attend to precision.
    See the grades 6–12 resource section for literacy in the content areas in this Framework or the Massachusetts Curriculum Framework for Mathematics.
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.

    For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)

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, volume, and pronunciation.

    For example, students in a music class experience and analyze various "theme and variations" in musical compositions. They use their understanding of variation of a musical theme to analyze how American composer Charles Ives manipulated and varied a familiar musical tune, "America." The unit culminates with a summative performance in which collaborative groups compose and perform

original short themes and three variations on them and explain their work. (RCA-ST.6–8.4, RCA-ST.6–8.5, SLCA.6–8.4)

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

6. Attend to precision.

See the grades 6–12 resource section for literacy in the content areas in this Framework or the Massachusetts Curriculum Framework for Mathematics.

5. Integrate multimedia components and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

For example, as they study proportional relationships in math, students learn to use data to construct linear graphs and to explain in words the meanings of these visual displays. To demonstrate what they have learned, students research the income potential of various summer job opportunities, present the visual data, and make arguments for a particular job choice justified by valid mathematical reasoning and an explanation of how the experience the job offers supports their interests and career goals. (WCA.6–8.1, SLCA.6–8.5)

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

Grades 9–10 Reading Standards

Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

Key Ideas and Details

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.
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.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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.

Integration of Knowledge and Ideas

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

   For example, students compose an essay for their humanities class on deTocqueville's observations of life in America in the 1830s, and argue whether or not his claims about America are still relevant in the twenty-first century. They support their argument with examples drawn from economic, political, and social aspects of modern life. (RCA-H.9–10.1, RCA-H.9–10.8, WCA.9–10.1).
9. Compare and contrast treatments of the same topic in several primary and secondary sources.

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 more on qualitative and quantitative dimensions of text complexity.)

Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

Key Ideas and Details

1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
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.
3. Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

   For example, students in a carpentry class learn the procedure for framing a shed. Their reading includes an illustrated manual for relevant technical terms, such as framing square, sill, joist, beam, column, header, as well as manuals on power tool safety and building codes. Their final project consists of a scale model mockup of the built structure and a written multi-step procedure plan for building it. (RCA-ST.9–10.3, RCA-ST.9–10.4, WCA.9–10.2, WCA.9–10.3)

Craft and Structure

4. Determine the meaning of general academic vocabulary as well as symbols, notation, 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*.
5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).
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.

Integration of Knowledge and Ideas

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.
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.
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.

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 more on qualitative and quantitative dimensions of text complexity.)

For example, students in a culinary arts class read about food safety, sanitation, and the uses of chemicals in institutional and restaurant food service kitchens. They read technical manuals on hazard analysis and safety data sheets to develop guidelines for procedures to support safety in food handling. (RCA-ST.9–10.10, WCA.9–10.2, WCA.9–10.3, WCA.9–10.10)

Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]

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.

Text Types and Purposes

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.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

See the grades 6–12 resource section for literacy in the content areas in this Framework or the Massachusetts Curriculum Framework for Mathematics.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, 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, or 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).

3. (See note; not applicable as a separate requirement.)[25]

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, focusing on addressing what is most significant for a specific purpose and audience.

Connections to the Standards for Mathematical Practice

6. Attend to precision.

See the grades 6–12 resource section for literacy in the content areas in this Framework or the Massachusetts Curriculum Framework for Mathematics.

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.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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[25] Students' narrative skills continue to grow in these grades. The standards require 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. In addition, career/vocational courses may involve more specific forms of narrative composition: scripts and storyboards in filmmaking, timelines and interview write-ups in journalism, instructions for a tool's assembly or safe use in carpentry, and more.

8. When conducting research, 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.
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.)

Range of Writing

10. Write routinely 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.

Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

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.

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 *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.

    Connections to the Standards for Mathematical Practice
    2. Reason abstractly and quantitatively.
    3. Construct viable arguments and respond to the reasoning of others.
    See the grades 6–12 resource section for literacy in the content areas in this Framework or the Massachusetts Curriculum Framework for Mathematics.
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.

    For example, students encounter the following word problem:
    A math teacher gives her student his score on the last test. She provides him with an expression that has a value equal to the number of points he scored on the test.
    $9 + 8 [4 + 2(3 - 5)^2] - 3 \cdot 4$
    Gerard estimates that he scored 90 points on the test. The expression below represents the actual number of points he scored on the test. What is the difference between Gerard's estimate and the

actual number of points he scored on the test? Explain how you got your answer. (SLCA. 9–10.1, SLCA.9–10.2)

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

6. Attend to precision.

See the grades 6–12 resource section for literacy in the content areas in this Framework or the Massachusetts Curriculum Framework for Mathematics.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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.

For example, students in a high school geometry class develop their understanding of congruence, transformation, and visual design in order to answer the essential question, "How can a shape change yet remain the same?" They learn how context determines the meaning of a word as they learn the precise mathematical meanings of the words transformation, translation, reflection, and rotation. Students create an original fabric design that uses transformations of shapes; in addition to producing the design itself, students write a report to explain why their design is based on transformation and congruence and give instructions on how to reproduce the design. Their culminating project is an oral and visual presentation of the project. (WCA.9–10.1, WCA.9–10.2, SLCA.9–10.4)

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

6. Attend to precision.

See the grades 6–12 resource section for literacy in the content areas in this Framework or the Massachusetts Curriculum Framework for Mathematics.

5. Make strategic use of digital media (e.g., audio, visual, 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. (WCA.9–10.2, SLCA.9–10.6)

Grades 11–12 Reading Standards

Grades 11–12 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

Key Ideas and Details

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 that makes clear the relationships among the key details and ideas.
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 general academic and domain-specific 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. 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. 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 and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

   For example, as part of a unit on making a presentation about immigration to this country in the twentieth and twenty-first 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, Somalia, Syria, India, or Ireland, to guide their reading of chapters from books, articles, and digital media on 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 upon arrival, and how the immigrant group has fared economically and socially in the U.S. in the twenty-first century. (RCA-H.11–12.7, RCA-H.11–12.9, WCA.11–12.4, SLCA.11–12.4, SLCA.11–12.5)

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 more on qualitative and quantitative dimensions of text complexity.)

Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

Key Ideas and Details

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.
   For example, in an interdisciplinary science unit on ocean systems, students read and view resources from the National Oceanic and Atmospheric Administration (NOAA) and the Public Broadcasting System (PBS). Following an introduction to the Gulf of Maine, students explore the 1) physical/chemical features of the Gulf of Maine and how they affect marine species, 2) the Gulf of Maine marine ecosystem and the interconnectedness of its components, and 3) human impacts on the ocean system. Students grapple with real-world problems currently facing New England's marine resources, such as cod overfishing, habitat reduction due to invasive fishing methods, and reductions in key species due to bycatch, and make a presentation to a community group on sustainable seafood in New England. (RCA-ST.11–12.1, WCA.11–12.1, SLCA.11–12.4)
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 complex multi-step 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 general academic vocabulary as well as symbols, notation, 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 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, identifying important issues that remain unresolved.

Integration of Knowledge and Ideas

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. 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. 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.

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 more on qualitative and quantitative dimensions of text complexity.)

Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]

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.

Text Types and Purposes

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.
   e. Provide a concluding statement or section that follows from or supports the argument presented.

   Connections to the Standards for Mathematical Practice
   2. Reason abstractly and quantitatively.
   3. Construct viable arguments and respond to the reasoning of others.
   See the grades 6–12 resource section for literacy in the content areas in this Framework or the Massachusetts Curriculum Framework for Mathematics.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, 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, or 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 responds 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 provided (e.g., articulating implications or the significance of the topic).
3. (See note; not applicable as a separate requirement.)[26]

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, focusing on addressing what is most significant for a specific purpose and audience.

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[26] Students' narrative skills continue to grow in these grades. The standards require 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. In addition, career/vocational courses may involve more specific forms of narrative composition: scripts and storyboards in filmmaking, timelines and interview write-ups in journalism, instructions for a tool's assembly or safe use in carpentry, and more.

Connections to the Standards for Mathematical Practice
6. Attend to precision.
See the grades 6–12 resource section for literacy in the content areas in this Framework or the Massachusetts Curriculum Framework for Mathematics.

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 short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
   For example, in a fourth-year mathematics unit on financial literacy, students build on their learning from Algebra I and Algebra II. They take on the role of a financial planner to make recommendations for three hypothetical clients, each of whom has different financial goals. Students keep math journals throughout the project to record their understanding of inverse functions and their reasoning about the exponential growth of investments. Their final reports are scored on the accuracy and completeness of their graphical representations, the accuracy of the algebraic evidence they present, the strength of their reasoning, the precision of their language and their overall verbal and mathematical communications skills. (WCA.11–12.1, WCA.11–12.7)
8. When conducting research, 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 11–12 Reading Standard 1 for more on the use of textual evidence.)

Range of Writing

10. Write routinely 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.

Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

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.

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 *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.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

See the grades 6–12 resource section for literacy in the content areas in this Framework or the Massachusetts Curriculum Framework for Mathematics.

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.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

6. Attend to precision.

See the grades 6–12 resource section for literacy in the content areas in this Framework or the Massachusetts Curriculum Framework for Mathematics.

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.

Presentation of Knowledge and Ideas

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.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

6. Attend to precision.

See the grades 6–12 resource section for literacy in the content areas in this Framework or the Massachusetts Curriculum Framework for Mathematics.

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.

For example, students studying digital video production create a script for a short documentary video, a storyboard with pictorial indications of camera angles, and a digital project file for the production that includes footage, audio, titles, and credits. They present their video to an audience and answer questions about the content of the view and the process of their work. (RCA-ST.11–12.4, WCA.11–12.4, SLCA.11–12.5)

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

Resources for Implementing the Grades 6–12 Standards for Literacy in the Content Areas

This section is a brief guide to resources within this Framework for supporting the Grades 6–12 standards for Literacy in the Content Areas.

Standards for Literacy in the Content Areas

This Framework represents the philosophy that *all* pre-K–12 educators have a responsibility for developing students' literacy skills. The standards in this section have been derived from the College and Career Ready Anchor Standards for Reading, Writing, and Speaking and Listening to apply to subjects other than English. They complement but ***do not take the place of the grade-level or course-level content standards or practice standards in any of the discipline-specific Massachusetts Curriculum Frameworks***.

Reading, writing, speaking, and listening in subjects other than English, should focus on understanding and practicing discipline-specific literacy skills, using reading selections characteristic of that field.

For example, a history or social studies class might include print and digital texts such as:

- Primary and secondary sources, including visual resources.
- Foundational political documents.
- Charts, graphs, timelines, maps, illustrations.
- Position papers, editorials, speeches.
- Analytical and interpretive articles and books for a general audience.
- Video documentaries on history and social studies topics.

A science class might include print and digital texts such as:

- Articles from scientific journals.
- Technical reports on research.
- Science articles and books for a general audience.
- Position papers and editorials.
- Video documentaries on science topics.

Writing in each subject area includes short and longer research projects culminating in papers or presentations designed to meet the conventions and standards of each academic field.

The Standards for Literacy in the Content Areas are written for grade clusters: 6–8, 9–10, and 11–12, and include:

- *Reading Standards for History/Social Studies (RCA-H)*. The term "history and social studies" is broad and includes political and cultural history, humanities, civics, economics, geography, psychology, archaeology, and sociology. Note that foreign languages are not included here because they have their own set of standards for communication and language.
- *Reading Standards for Science and Technical Subjects (RCA-ST)*. The term "science and technical subjects" is broad and includes biology, chemistry, earth and space science, technology/engineering, computer science, career and technical subjects, business, comprehensive health, dance, music, theatre, visual arts, and digital arts.
- *Writing Standards in the Content Areas (WCA)*. The Writing Standards apply to all subjects listed above, as well as mathematics.
- *Speaking and Listening Standards in the Content Areas (SLCA)*. Like the Writing Standards, these apply to subjects listed above, as well as mathematics.

Examples in the Literacy in the Content Areas Standards

The standards for Literacy in the Content Areas contain examples showing how literacy is incorporated across the curriculum. Many of the short examples are linked to authentic examples of student writing (Massachusetts Writing Standards in Action Project). Please see the examples listed under the following standards:

Grades 6–8
Arts: SLCA.6–8.7; History/Social Studies: WCA.6–8.2, WCA.6–8.4, WCA.6-8.7; Math: WCA, 6–8.1, SLCA.6–8.5; Science: WCA.6–8.8, SLCA.6–8.3

Grades 9–10
Career and Technical Education: RCA-ST.9–10.3, RCA-ST.9–10.10; History/Social Studies: RCA-H.9–10.8; Math: SLCA.9–10.2, SLCA.9–10.4; Science: SLCA.9–10.6

Grades 11–12
Arts: SLCA.11–12.5; History/Social Studies: RCA-H.11–12.9, SLCA.11–12.3; Math: WCA.11–12.7; Science: RCA-ST.11–12.1

For examples in English, see the Resources Section for Grades 6–12 English Language Arts and Literacy.

Note: The lists of relevant standards accompanying the examples are meant to be illustrative, not comprehensive.

- **Appendices**
  Appendix A discusses the application of the standards for English learners and students with disabilities, with an emphasis on Massachusetts resources and initiatives.
  Appendix B lists suggested authors and illustrators from the past and present. The sections of Appendix B that would be most useful for middle and high school content area teachers are those that list authors of nonfiction texts for grades 5–8, and 9–12; the 5–8 selections have been reviewed by the editors of the Horn Book, a respected journal on books for children and young adults.
  Appendix C is a glossary of terms used in the Framework and other terms that teachers and students are likely to encounter in the study of reading, writing, speaking and listening, and language.
  Appendix D is a bibliography which includes digital and print sources on English language arts and literacy.

References to Literacy in the Guiding Principles and Practices of the Massachusetts Curriculum Frameworks

Mathematics
These standards for Mathematical Practice have connections to literacy:

2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
6. Attend to precision

Science and Technology/Engineering
Guiding Principle 4 of the *Massachusetts Science and Technology/Engineering Curriculum Framework* (2016):

> ***"An effective science and technology/engineering program provides opportunities for students to collaborate in scientific and technological endeavors and communicate their ideas. Scientists and engineers work as members of their professional communities. Ideas are tested, modified, extended,***

and reevaluated by those professional communities over time. Thus, the ability to convey ideas to others is essential for these advances to occur.
In a classroom, student learning is advanced through social interactions among students, teachers, and external experts. In order to learn how to effectively communicate scientific and technological ideas, students require practice in making written and oral presentations, fielding questions, responding to critiques, and developing replies. Students need opportunities to talk about their work in focused discussions with peers and with those who have more experience and expertise. This communication can occur informally, in the context of ongoing student collaboration or in an online consultation with a scientist or engineer, or more formally, when a student presents findings from an individual or group investigation. Opportunities to collaborate and communicate are critical to advance students' STE learning."

These Science Practices have connections to literacy:

7. Engaging in Argument from Evidence
8. Obtaining, Evaluating, and Communicating Information

Literacy and Digital Literacy

The Massachusetts Standards for Digital Literacy and Computer Science contain Practice 6 (Collaboration) and Practice 7 (Research) and a set of related standards for Digital Tools and Collaboration. These complement, in particular, the ELA/literacy Framework's Writing Standard 6 on Collaboration and Standards 7 and 8 on Research. The Digital Literacy Standards for the middle and high school grades are written for 6–8 and 9–12.

Note: As the Massachusetts Curriculum Frameworks continue to be revised, other statements on literacy from them will be added.

Text Complexity

The chart on the following page provides guidelines for judging the qualitative complexity of informational texts. Teachers in the content areas may find it useful as they select texts for their students. More information on text complexity may be found in the grades 6–12 Resource Section for English Language Arts. Please note that there are no statewide guidelines for quantitative text complexity ranges.

Qualitative Analysis of Informational Texts for Grades 6–12: A Continuum of Complexity

Purpose		
Text is explicitly stated, clear, concrete, narrowly focused◀	⟷	▶ Text is subtle and intricate; includes theoretical or abstract elements
Text Structure		
Connections between ideas, processes, or events are explicit and clear◀ Text is sequential, chronological or follows a predictable pattern ◀ Text features help the reader navigate content◀	⟷	▶ Connections among multiple ideas, processes, or events are complex ▶ Text may use several organizing structures (e.g., sequential, cause and effect, problem and solution; organization may be subject specific) ▶ Text features are essential for understanding content
Illustrations, Graphics, and Page Layout		
Illustrations, graphs, charts, diagrams, maps, or sidebars are simple and easy to interpret ◀ Connections between written text and illustrations, graphs, charts are clear and direct and support analysis of text◀ Page layout is simple and emphasizes relationships of images and text◀	⟷	▶Illustrations, graphs, charts, diagrams, maps, or sidebars are intricate, complicated, may be extensive and integral to understanding of text ▶Graphics may add information not otherwise conveyed in the text ▶Page layout may be complicated with multiple connections among graphics and other design elements
Conventionality, Vocabulary, and Sentence Structure		
Conventionality: literal, straightforward language◀ The text uses vocabulary that is contemporary, familiar, and conversational ◀ The sentence structure exhibits mainly simple sentences◀	⟷	▶Conventionality: dense, complex, with figurative, abstract, or ironic language ▶The vocabulary is complex, unfamiliar, highly academic or subject-specific; may be archaic (as in older primary sources), ambiguous, or purposely misleading ▶Sentence structure mainly uses complex-compound sentences with multiple concepts in subordinate clauses or phrases; varied sentences
Knowledge Demands: Life Experiences		
Subject matter is everyday practical knowledge that is likely to be familiar to a 21st century elementary school age reader; includes simple, concrete ideas◀	⟷	▶ Subject matter relies on extensive discipline-specific or theoretical knowledge that may be unfamiliar to a 21st century elementary school age reader; includes a range of abstract ideas
Knowledge Demands: Literature and Culture		
Text has no or few unexplained references or allusions to are made to other texts, outside ideas, or theories◀	⟷	▶Understanding is dependent on subject-specific knowledge ▶Many references or allusions are made to other texts, outside ideas, or theories

Adapted from the Council of Chief State School Officers (CCSSO) Qualitative Measures Rubric (2012), Appendix A, *Research Supporting Key elements of the Standards Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* (2010), and Cappiello, M, and Dawes, E., *Teaching to Complexity* (2015), Huntington, CA: Shell Education.

Appendix A: Application of the Standards for English Learners and Students with Disabilities

English Learners

The Massachusetts Department of Elementary and Secondary Education (ESE) strongly believes that all students, including English learners (ELs), should be held to the same high expectations outlined in the Curriculum Framework. English learners may require additional time, support, and assessment as they work to acquire English language proficiency and content-area knowledge simultaneously. Further, developing proficiency in English takes time, and teachers should recognize that ELs can meet grade-level standards for reading and literature, writing and research, language use, and speaking and listening while continuing to work toward proficiency with English vocabulary and conventions.

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, and 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 a student's day, both during sheltered content instruction (SCI) and in ESL classrooms. Together SCI and ESL comprise a complete program of sheltered English immersion (SEI).[27]

- **ELD in content**: Integrated ELD happens in all content classrooms that include at least one EL as SEI-endorsed, content-licensed teacher. Educators shelter instruction and help ELs develop discipline-specific and academic language. ELD happens in SCI classrooms as ELs learn grade-level content along with their English-proficient peers.
- **ELD in ESL**: ELD 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.

Districts in Massachusetts must provide EL students with both grade-level academic content and ESL instruction that is aligned to WIDA and the Frameworks as outlined in state guidelines for EL programs. ESE's Office of English Language Acquisition and Academic Achievement (OELAAA) offers a number of resources to help districts meet these expectations, including a Next-Generation ESL Curriculum Resource Guide, a set of ESL Model Curriculum Units with connections to ESE Model Curriculum Units (MCUs) in various content areas, and a Collaboration Tool that supports WIDA standards implementation in conjunction with the Massachusetts Curriculum Frameworks. In partnership with field-based educators, as well as other state and national experts, OELAAA is also developing a suite of updated SEI resources, including comprehensive programmatic and curricular guidance for districts and eight new SCI MCUs.

Regardless of the specific curriculum used, *all* ELs in formal educational settings 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 robust language experiences.
- Speakers of English who know the language well enough to provide models and support.

[27] For more on types of English Learner Education (ELE) programs in Massachusetts, please see Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners.

Yet English learners are a heterogeneous group, with differences in cultural background, home language(s), socioeconomic status, educational experiences, and levels of English language proficiency. Educating ELs effectively requires diagnosing each student instructionally, tailoring instruction to individual needs, and monitoring progress closely and continuously. 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.

Six key principles should therefore guide instruction for ELs:[28]

- Instruction focuses on providing ELs with opportunities to engage in discipline-specific practices that 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, appropriate, and nuanced scaffolds.
- Instruction moves ELs forward by taking into account their English proficiency levels 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.
- Responsive diagnostic tools and formative assessment practices measure ELs' content knowledge, academic language competence, and participation in disciplinary practices.

In sum, the *Massachusetts Curriculum Framework for English Language Arts and Literacy* articulates rigorous grade-level expectations in the domains of speaking, listening, reading, and writing to prepare all students, including ELs, for postsecondary education and careers. This document should be used in conjunction with language development standards designed to guide and monitor ELs' progress toward English proficiency. Many English learners also benefit from instruction on negotiating situations outside of schooling and career—instruction that enables them to participate on equal footing with their English-proficient peers 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 and Literacy* articulates rigorous grade-level expectations for reading, writing, speaking, and listening. These learning standards identify the language arts knowledge and skills *all* 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. Students who are eligible for an Individualized Education Program (IEP) have one or more disabilities and, as a result of the disability/ies, are unable to progress effectively in the general education program without the provision of specially designed instruction, or are unable to access the general curriculum without the provision of one or more related services (603 CMR 28.05

[28] For more on the Six Key Principles for EL Instruction, please see Principles for ELL Instruction (2013, January). Understanding Language.

(2)(a)(1). *How* these high standards are taught and assessed is of importance in reaching students with diverse needs. In order for students with disabilities to meet high academic standards in all four strands of the Framework, their instruction must incorporate individualized instruction or related services and supports and accommodations necessary to allow the student to access the general curriculum. The annual goals included in students' IEPs must be carefully aligned to and facilitate students' attainment of grade-level learning standards.

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

- Instructional learning supports 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 demonstration, response, 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), such as alternative materials or procedures that do not change the standards or expectations, 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 expressive communication and academic needs. These supports and accommodations must be identified in the students' IEPs and 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.

References:

Individuals with Disabilities Education Act (IDEA), 34 CFR §300.34 (a). (2004).

Individuals with Disabilities Education Act (IDEA), 34 CFR §300.39 (b)(3). (2004).

Thompson, Sandra J., Amanda B. Morse, Michael Sharpe, and Sharon Hall. "Accommodations Manual: How to Select, Administer and Evaluate Use of Accommodations and Assessment for Students with Disabilities," 2nd Edition. Council for Chief State School Officers, 2005. http://www.ccsso.org/content/pdfs/AccommodationsManual.pdf. (Accessed January 29, 2010)

Appendix B: A Literary Heritage

I. Suggested Authors, Illustrators, and Works from the Ancient World to the Late Twentieth Century

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 in this country or elsewhere who write in English, whether for novels, poems, nonfiction, newspapers, or public speeches. 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.

Grades Pre-K–2

Traditional Literature and Poetry for Reading, Listening, and Viewing

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

Picture Book Authors and Illustrators

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 Margret Rey
Maurice Sendak
Dr. Seuss (Theodore Geisel)

Grades 3–4, in addition to the grades pre-K–2 selections

Traditional Literature

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)

American Authors and Illustrators

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

British Authors and Illustrators

Michael Bond
Frances Hodgson Burnett
Lewis Carroll
Kenneth Grahame
Dick King-Smith
Edith Nesbit
Mary Norton
Margery Sharp
Robert Louis Stevenson
P. L. Travers

British and American Poets

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

Grades 5–8, in addition to the grades pre-K–4 selections

Traditional Literature

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

American Authors and Illustrators

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

British Authors and Illustrators

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
Rosemary Sutcliff
Jonathan Swift
J. R. R. Tolkien
T. H. White

British and American Poets

William Blake
Lewis Carroll
John Ciardi
Rachel Field
Robert Frost
Langston Hughes
Edward Lear
Henry Wadsworth Longfellow
David McCord
Ogden Nash
Richard Wilbur

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

Traditional Literature

A higher level re-reading of Greek mythology
Classical Greek drama:
- Aeschylus
- Euripides
- 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

American Literature: Historical Documents of Literary and Philosophical Significance[29]

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)

[29] For additional selections, see *the Massachusetts History and Social Science Curriculum Framework*.

Plessy v. Ferguson (1896)
Brown v. Board of Education (1954)

Eighteenth and Nineteenth Century: American Memoirs and Essays, Poetry and Fiction

Memoirs and Essays

Frederick Douglass
Jonathan Edwards
Ralph Waldo Emerson
Olaudah Equiano
Benjamin Franklin
Angelina and Sarah Grimké
Harriet Jacobs
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

Ambrose Bierce
Kate Chopin
James Fenimore Cooper
Stephen Crane
Nathaniel Hawthorne
Henry James
Sarah Orne Jewett
Herman Melville
Edgar Allan Poe
Harriet Beecher Stowe

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

Twentieth 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
Countee Cullen
E. E. Cummings
Richard Eberhart
T. S. Eliot
Robert Frost
Allen Ginsberg
Langston Hughes
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
Gertrude Stein
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

British and European Literature: Essays, Poetry, and Drama[30]

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:
- John Milton
- 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

[30] 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.

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
George Bernard Shaw
Richard Brinsley Sheridan
John Millington Synge
Oscar Wilde

British and European Literature: Fiction[31]

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

Nineteenth 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

Twentieth 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

[31] 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.

II. Suggested Authors and Illustrators from the Late Twentieth and Early Twenty-First Centuries

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 twentieth 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)
- The National Book Awards
- The Massachusetts Book Awards

Grades pre-K–8 selections have been reviewed by the editors of *The Horn Book Magazine*. **See the annual Horn Book Guide for ongoing additional selections.**

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.

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 *(fiction: realistic)*

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 Emberley *(multi-genre)*
Michael Emberley *(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)*

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 Bennett 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)*
Jon 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)*
Carole 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)*

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)*
Eoin Colfer *(fantasy, science fiction)*
James and Christopher Collier *(fiction: historical)*
Suzanne Collins *(fantasy, science fiction)*
Leslie Connor *(fiction: realistic)*
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 Hiaasen *(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)*

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)*

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 McNally *(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 Patchett *(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 Deavere 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)*

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

American Informational Text from about 1970 to the Present

Edward Abbey *(essays, the environment)*
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)*
William Least Heat-Moon *(travel)*
Jill Lepore *(history)*
Matthys Levy *(science)*
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

III. Suggested Authors of Contemporary and Historical World Literature

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

Contemporary and Historical World Literature[32]

Chinua Achebe *(fiction, poetry, essays)*
S. Y. Agnon *(fiction)*
Ilse Aichinger *(fiction, drama, poetry, 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)*

[32] 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.

Arundhati Roy *(fiction, essays)*
Salman Rushdie *(fiction, essays)*
José Saramago *(fiction)*
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)*

George Seferis *(poetry)*
Léopold Sédar Senghor *(poetry)*
Peter Shaffer *(drama)*

Appendix C: Glossary of Terms

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

A

Academic language/vocabulary. Language of school and study, required for success in academic work; words and **phrases** used across subject areas (**e.g.,** *judge, evaluate, refer, composition, decision*) as opposed to **domain-specific (discipline-specific) language/vocabulary** (e.g., *drama* in literature, *integer* in mathematics, *photosynthesis* in biology, *millennium* in history).

Adage. Pithy, memorable saying expressing a general truth about life; often passed down through generations: for example, Lord Tennyson's *'Tis better to have loved and lost / Than never to have loved at all* (1849). See **Proverb**.

Adjective. Word that describes somebody or something: for example, *old, white, busy, careful, horrible*. In English, adjectives come either before a **noun** or after a linking **verb** (**e.g.,** *be, seem, look*). See **Phrase** for **Adjectival phrase**.

> **Comparative adjective**. Form indicating a greater degree, used to compare two nouns: for example, *better* is the comparative form of *good*, and *happier* is the comparative form of *happy*.
> **Superlative adjective**. Form indicating the greatest degree, used to compare three or more nouns: for example, *best* is the superlative form of *good*, and *happiest* is the superlative form of *happy*.

Adverb. Modifier for a **verb**, an **adjective**, or another adverb; tells when, where, why, how, how often, or how much (**i.e.,** time, place, manner, degree). See **Phrase** for **Adverbial phrase**.

Affix. Word part added to a stem to form a new word: for example, *disrespectful* is formed of the prefix *dis-* and the suffix *-ful* affixed to *respect*.

> **Prefix affix**. Added to the beginning of a base word, **root**, or root word that changes the sense or meaning of the root or base: for example, the prefix *dis-* added to the root word *comfort* forms a word meaning the opposite of the original.
> **Suffix affix**. Added to the end of a root word, base word, or root establishing or changing the root's or base's part of speech: for example, the suffix *-ly* added to the **adjective** *immediate* creates the **adverb** *immediately*.

Alliteration. Repetition of initial consonant sounds in words: for example, in *rough* and *ready*. Like **assonance**, **consonance**, and **rhyme**, alliteration is often used to create a musical quality in language, to emphasize certain words, or to unify a **poem** or song.

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

Alphabetic principle. Principle that letters and combinations of letters have a predictable and systematic relationship to sounds of speech (**phonemes**). Written English is far from purely alphabetic because it includes many sounds that can be represented by different combinations of letters: for example, the "f" sound can be represented by *f* as in foot, *ph* as in *phone*, and *gh* as in *enough*, while *gh* signifies different sounds in *ghost* and *thorough*. The alphabetic principle underlies the **phonics** approach to early reading, in which readers learn to "sound out" letters. See **Phonemic awareness**.

Analogy. Way of understanding a concept or word by associating its meaning with something better understood: for example, *the brain is in some ways like a computer*.

Analysis (Analyze). In general, a careful examination of the parts of a whole and their relationships to one another; in language arts, a study of how words, **sentences**, paragraphs, **stanzas**, or sections of a **text** affect its meaning.

Antonym. One of two words with opposite meanings: for example, in some contexts, *right* and *wrong* are antonyms. See **Synonym**.

Archetype. A recurring **image**, **plot** pattern, or **character** type common in literature, **myth**, or other **traditional narrative**.

Argument. See **Text Types and Purposes**.

Article. Grammatical marker that points to a **noun**; in English, the definite article *the* or one of the indefinite articles *a* and *an*.

Aside [noun]. Words spoken by a **character** in a **drama** that are heard by the **audience** but not by other characters.

Assonance. Repetition of vowel sounds without the repetition of consonant sounds: for example, in *lake* and *rain*. Like **alliteration**, **consonance**, and **rhyme**, assonance is often used to create a musical quality in language, to emphasize certain words, or to unify a **poem** or song.

Audience. Broadly, the intended readers, listeners, or viewers of a **text** in any medium or format; in theatre, attendees at the performance of a **drama**, reading, or speech.

B

Ballad. Type of **narrative** song or **poem**: for example, Ernest Thayer's "Casey at the Bat." Many ballads belong to **traditional literature**.

C

Category. Class or division of objects or concepts regarded as having particular shared characteristics. Sorting objects into categories (**e.g.,** fruit, furniture, things that are red) is a key early learning skill in all academic areas. Categorization of more abstract concepts becomes essential to learning as students grow older.

Character. Person who takes part in the action of a story or **drama**; may also be an animal or imaginary creature, especially in **fables** and **early emergent reader texts**.

Characterization (Character development). Method(s) an author uses to portray a **character**. Four basic methods of characterization are (a) describing a character's physical appearance; (b) revealing a character's nature through her or his speech, thoughts, feelings, or actions; (c) revealing a character's nature through the speech, thoughts, feelings, or actions of other characters; and (d) commenting directly on a character's nature.

Claim. Statement taking a position on what is true, usually one with which reasonable people might disagree. See **Argument in Text Types and Purposes, Evidence, Thesis**.

Clause. Series of related words that has both a **subject** and a **predicate**: for example, *because the child laughed*. See **Phrase**.

> **Dependent clause.** Does not present a complete thought and cannot stand alone as a **sentence**: for example, the underlined portion in *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, the underlined portion in *When she looked through the microscope, she saw paramecia*.

Cliché. In general, a trite **phrase** or expression (**e.g.,** *raining cats and dogs*); in **literary texts**, a hackneyed **theme**, **plot**, or situation (e.g., trouble during a stormy night).

Close reading. Approach to criticism that relies on the words and **phrases** in a **literary text** and their relationships to one another; emphasizes noticing **metaphors** or **symbols**, interesting juxtapositions of information, ambiguities, **diction**, **structures**, and the ways any of these convey meaning. Close reading is meant for **texts** with deeper meanings that require **analysis** and **interpretation**. See **Text complexity**.

Cognate. One of two or more words that share a linguistic origin: for example, cognates *café* and *coffee* both derive from the Turkish *gahveh*.

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

Conjunction. Used to connect words, **phrases, clauses,** or **sentences**. Types of conjunctions include:

Coordinating. Connects two equivalent grammatical elements: for example, *and, but*.
Correlative. Used in pairs: for example, *either/or, neither/nor*.
Subordinate. Connects a **dependent clause** to an **independent clause**: for example, *because, unless*.

Connotation. Attitudes and feelings associated with a word. Connotations may be negative (as with *tight-fisted*) or positive (as with *frugal*), and they affect **style** and meaning. See **Denotation**.

Consonance. Repetition of consonant sounds within and at the ends of words: for example, in *lonely afternoon*. Like **assonance, alliteration,** and **rhyme**, consonance is often used to create a musical quality in language, to emphasize certain words, or to unify a **poem** or song.

Craft. Artistic skill or technique with which an author puts together **narrative** and other elements in order to convey meaning and produce effect.

D

Decode. Analyze spoken or graphic symbols of a language in order to ascertain intended meaning.

Denotation. Literal or dictionary definition of a word: for example, *tight-fisted* and *frugal* share a denotation—*averse to spending money*—despite their contrasting **connotations**.

Dependent clause. See **Clause**.

Description. An author's use of words to illustrate a scene, event, phenomenon, object, or **character**; descriptions in literary **texts** usually contain carefully chosen **imagery** that appeals to the **audience's** sense of sight, sound, smell, touch, or taste.

Dialect. Variety of a language particular to a place and group of people; distinguishing features may include colloquialisms, grammatical constructions, **vocabulary**, and pronunciations. Dialect in a **literary text** often serves to develop **style, setting**, or **character**.

Dialogue. In a **literary text**, conversation between **characters** that—when effective—advances the action, is consistent with the author's **characterization** of the **speakers**, and provides relief from passages of **description**.

Diction. Author's choice of words; may be judged by accuracy, precision, clarity, aesthetic impact, or other criteria depending on a text's **purpose** and **audience**.

Digraph. Two successive letters that together 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*.

Disciplinary literacy. Ability to read, write, listen, speak, think critically, and perform in a way that is meaningful and respected within a given field of study.

Discourse. (1) Exchange of ideas among writers or **speakers**; (2) formal, extended expression of thought on a subject.

Diverse. (1) Differing from one another, unlike (as in ***texts*** *presenting diverse perspectives*); (2) composed of distinct or unlike elements or qualities (as in *a diverse population*).

Domain-specific (discipline-specific) language/vocabulary. Words and **phrases** specific to a particular field of study: for example, **drama** in literature, *integer* in mathematics, *photosynthesis* in biology, *millennium* in history. See **Academic language/vocabulary**.

Drama. Literature in the form of a **script** intended for performance before an **audience**; also called *theatre* or a *play* when written for the stage. A drama usually presents its story largely through the **dialogue** and actions of its **characters**.

E

Early emergent reader texts. Written material comprised of short **sentences** that use learned sight words and consonant-vowel-consonant words; may also include **rebuses** to represent words not yet recognizable or **decodable**.

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

e.g. "For example"; Abbreviation of the Latin expression *exempli gratia*, meaning *for the sake of an example*. See **i.e.,** often confused with *e.g*.

Epic. Long **narrative**, often in the form of **poetry**, that tells of the accomplishments and adventures of a **hero(ine)**.

Essay. Brief work of **nonfiction** intended to **analyze**, inform, entertain, persuade, or express ideas and feelings; may be formal, in an academic **style**, or informal, with a more humorous or personal **tone** and less conventional **structure**.

Etymology. (1) Origin and history of a word; (2) the study of words' origins and histories.

Evaluate. Judge or determine the significance, worth, or quality of something. See **Assess**.

Evidence. Empirical data or other sources of support (**e.g.,** mathematical proofs) for a **claim**; may be selected, presented, and **evaluated** differently by different **audiences** and in different subject areas according to the norms of **disciplinary literacy**. See **Text Types and Purposes** for **Argument**.

Explanation. See **Text Types and Purposes**.

Extended metaphor. See **Metaphor**.

F

Fable. Short, simple **narrative** that teaches a lesson; usually includes as **characters** animals that talk and act like people. See **Traditional literature**.

Fairy tale. Narrative composed for children; includes elements of magic and magical folk such as fairies, elves, or goblins. See **Traditional literature**.

Fiction. Umbrella term for imaginative **texts**, primarily applied to written works of **prose** such as **novels** and **short stories**. Although fiction may draw on actual events and real people, it springs mainly from its author's imagination. It is usually intended to entertain as well as enlighten its **audience** by deepening understanding of the human condition. See **Nonfiction, Informational text**.

Figurative language. Language enriched by **imagery** and **figures of speech** such as **simile, metaphor**, or **personification**.

Figure of speech. Expressive, non-literal use of language for effect; for example, **hyperbole, understatement, metaphor, simile**.

Flashback. Technique of interrupting the chronology of a **narrative** by shifting to an earlier **setting**.

Fluency. Broadly, the ability to perform readily and effortlessly, or automatically; in reading, automatic recognition of words and the ability to **decode** words rapidly and check them for meaning; in handwriting, the ability to form letters smoothly and at a rate conducive to written expression; in speech and written composition, a general term for the clear, smooth, and seemingly effortless use of language.

Focused question. In **research**, an inquiry narrowly tailored to task, **purpose**, and **audience**; sufficiently precise to allow research of adequate specificity and depth within time and format constraints.

Folktale. 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 to written form. See **Traditional literature**.

Foreshadowing. Use of hints or clues to suggest future events in a **narrative**. When effective, foreshadowing creates suspense and at the same time prepares the **audience** for what is to come.

G

Genre. Category of **text** defined by criteria related to **structure** and **style**. Examples of literary genres are the **essay, novel,** and **drama**. Visual art, film, music, and other disciplines also define various genres.

Gerund. See **Verb** for **Verbal**.

Grammar. Structure and features of a language, including its conventions.

Graphic novel. See **Novel**.

H

Hero(ine). Mythological or legendary figure, often of divine descent and endowed with great strength or ability, as well as flaws; more broadly, the principal **character** of any **literary text**.

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

Homophone. One of two or more words pronounced alike but different in meaning, derivation, and sometimes spelling: for example, *to, too,* and *two*; *scale* (on a fish) and *scale* (measuring tool).

Hyperbole. Intentional exaggeration for emphasis or comic effect: for example, *I've got a million things on my to-do list*. See **Understatement**.

I

Idiom. Expression or **phrase** that means something different from what the words literally say: for example, *it's over his head*, meaning *he doesn't understand*. Idioms are often particularly difficult for non-native speakers of a language to understand.

i.e. "That is"; Abbreviation of the Latin expression *id est*, meaning *that is*. See **e.g.,** often confused with *i.e.*

Images/Imagery. Words and **phrases** that create vivid sensory experiences for the **audience**; usually visual, but may also appeal to the senses of smell, hearing, taste, or touch. See **Figurative language**.

Independent clause. See **Clause**.

Independent(ly). In the context of learning standards, without help from a teacher, other adult, or peer; in this document, often paired with **proficient(ly)** to describe a successful student performance without scaffolding.

Inference. Conclusion drawn from **evidence** and reasoning.

Infinitive. See **Verb** for **Verbal**.

Informational text. In this document, **nonfiction** in **narrative** or non-narrative form.

Integrate. Combine parts or elements into a whole. See **Synthesize**.

Interjection. Expresses sudden or strong emotion: for example, the underlined portion in "*Ugh! That tasted awful!*"

Interpret. Assign a certain meaning to a **text** or communication; for example, Mark Twain's *The Adventures of Huckleberry Finn* has been interpreted as being a racist **novel** by some critics and antiracist by others.

Irony. In a **literary text**, usually takes one of three forms: (a) verbal irony, or language used to convey something different from and often opposite of its literal meaning (**e.g.,** sarcasm); (b) situational irony, or incongruity between expectation and reality that causes surprise (e.g., a **plot** twist); or (c) dramatic irony, when the **audience** understands more than a **character** does (**e.g.,** in a Greek tragedy whose ending is known to the audience).

J

Jargon. Language used in a certain profession or by a particular group of people; usually technical or abbreviated and difficult for outsiders to understand: for example, *realia* and *ELA* in the field of education.

L

Literacy. Broadly, the ability to read, write, speak, and understand words. When used with an **adjective** referring to particular field (**e.g.,** scientific literacy, technological literacy, arts literacy), the ability to understand and communicate using concepts and **vocabulary** of that field. See **Disciplinary literacy**.

Literary text. Work of **fiction** in **narrative, dramatic,** or **poetic** form; also **literary nonfiction**.

Literary nonfiction. Includes the subgenres of exposition, **argument**, and functional text written for a broad **audience**. These works may take the form of personal **essays**, speeches, **opinion** pieces, news reporting, editorials, magazine articles, book reviews, critical essays about the arts or literature, biographies, memoirs, or writing on history, geography, economics, civics, science, or technology. Included are foundational political documents, including the Magna Carta, the Declaration of the Rights of Man, the Declaration of Independence, the Constitution and Bill of Rights, Presidential addresses and Supreme Court decisions and dissents, as well as significant historical documents representing the diversity of the United States.

M

Main/central idea. Concept illustrated or position taken by a **text** as a whole, whether stated explicitly (as in a how-to guide explaining a process or an essay defending a **thesis**) or conveyed implicitly (as in a **novel** or collection of **short stories** illustrating a **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 word *like* or *as*. An example 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."* Mixed metaphors inadvertently make inappropriate or confusing comparisons: for example, *when the iron is hot, keep the ball rolling*.

> **Extended metaphor.** Serves as a unifying element throughout a series of **sentences** or a whole **text**; usually contributes to **description** of a scene, an event, a **character**, or a feeling.

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

Modifier. Word, **phrase**, or **clause** that adds to or qualifies the meaning of another word, phrase, or clause; for example, the underlined portions in *several children in the cooperative learning* group.

> **Dangling modifier.** Intended to modify a word, phrase, or clause that is implied but never actually stated in a **sentence**: for example, *Having lost my umbrella, the rain drenched my clothes*.
> **Misplaced modifier.** Modifies a word, phrase, or clause other than the one it is intended to modify; for example, *Barking loudly, I pulled the dog away from the squirrel*.

Mood. Feeling or atmosphere that an author or **speaker** creates for an **audience**. **Connotation, description, dialogue, imagery, figurative language, foreshadowing, setting**, and **rhythm** can all help establish mood. See **Style, Tone**.

Moral. Simple type of **theme** or lesson taught in a work such as a **fable**: for example, *Do not count your chickens before they are hatched*.

Morphology. Study of **structure** and forms of words, including derivation, inflection, and compounding.

Myth. Narrative passed down through generations, intended to help explain why the world is the way it is. See **Traditional literature**.

N

Narrative. See **Text Types and Purposes**.

Narrator. Person or **voice** relating a **narrative**; in fiction, may be a **character** who participates in the action or a voice external to the story. Some **texts** have multiple narrators. See **Point of view**.

Nonfiction. Texts about real people, places, and events: for example, biography, autobiography, news reports. Unlike **fiction**, nonfiction is largely concerned with factual information, although the author's **purpose** and **perspective** shape the information presented. See **Informational text**.

Noun. Word that names something—a person, place, thing, or idea (**e.g.,** a quality or action). Types of nouns include:

> **Abstract.** e.g., *childhood*
> **Collective.** e.g., *audience*
> **Common.** e.g., *book*
> **Possessive.** e.g., *book's, books'*
> **Proper.** e.g., *Boston*
> **Singular/Plural**. e.g., *cat/cats* (regular), *goose/geese* (irregular)

Novel. Extended work of **fiction** writing. Like a **short story**, a novel is essentially the product of a writer's imagination, but because it is much longer than a short story, a novel usually features a wider range of **characters** and a more complex **plot**.

> **Graphic novel.** A work of fiction or nonfiction that is conveyed in words and sequential illustrations. *Maus* by Art Spiegelman and the *March* trilogy by John Lewis, Andrew Aydin, and Nate Powell are examples of graphic novels inspired, respectively, by the Holocaust and the American Civil rights movement.

O

Onomatopoeia. Use of a word whose sound suggests its meaning: for example, *clang, buzz, 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. See **Text Types and Purposes**.

Oral. Spoken aloud: for example, a student delivering a presentation to classmates is giving an oral report. See **Verbal**.

Oxymoron. Special type of **paradox** that brings together two contradictory terms: for example, *cruel kindness* or *brave fear*.

P

Pacing. In instruction, adjusting the rate at which ideas and materials are provided in order to accommodate differences in learning; in reading, the **fluency** with which the reader picks print up from the page; in **writing**, the effect of patterns and variation in sentence length on the **audience**; in **narrative**, the rate at which events or experiences unfold.

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

Paradox. Statement that seems to contradict itself but in fact reveals some element of truth.

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

Paraphrase. Restatement of speech or writing that retains the basic meaning while changing the words; often clarifies the original **text** by putting it into words more easily understood.

Parody. Like caricature in visual art, parody in literature mimics a subject or a style: for example, Alexander Pope's mock-epic *The Rape of the Lock*. It may be intended to ridicule, broaden understanding of, or add insight to the original work.

Participle. See **Verb** for **Verbal**.

Personification. Form of **metaphor** that uses language relating to human action, motivation, and emotion to refer to non-human agents or objects or abstract concepts: for example, *The weather is smiling on us today* or *Love is blind*.

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

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

Phonemic awareness. Recognition that sounds (**phonemes**) are represented by letters and that clusters of letters make up words. An important precursor to early reading, phonemic awareness is demonstrated by the ability to segment the sounds in words.

Phonetic. Way of spelling a word to represent its pronunciation accurately regardless of its conventional spelling. A word may also be called phonetic when its spelling indicates its pronunciation: for example, *hit*, in contrast to *colonel*.

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

Phonological awareness. Recognition that words have constituent sounds. 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/).*

Phrase. Broadly, any short series of related words; grammatically, 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**. Like an **adjective**, 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 girl with red hair*), and **participial** phrases (*His voice, cracked by fatigue, sounded eighty years old*) can all be used as adjectival phrases.
> **Adverbial phrase**. Like an **adverb**, modifies a **verb**, an adjective, or another adverb. Infinitive phrases (e.g., *The old man installed iron bars on his windows to stop intruders*) and prepositional phrases (*The children went to the fair*) can be used as adverbial phrases.

Plot. Action or sequence of related events in a (usually **fiction**) **narrative**. Plot is usually a series of related incidents that builds and grows as the story develops. Plot lines commonly contain five basic elements: exposition, rising action, climax, falling action, and resolution or denouement. See **Conflict**.

Poem/poetry. 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. In the study of **literary texts**, the vantage point from which a story is told: for example, in the first-person point of view, the story is told by one of the **characters**, while in the third-person point of view, the story is told by someone outside the story. More broadly, point of view can refer to any position or **perspective** conveyed or represented by an author, **narrator, speaker**, or **character**.

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

Prefix. See **Affix.**

Preposition. Precedes a **noun phrase** to create a prepositional phrase; for example, the underlined portion in *at school* or *of your writing*.

Print or digital (texts, sources). In this document, sometimes added for emphasis to stress that a given standard is particularly likely to be applied to electronic as well as traditional **texts**; in general, however, the standards are assumed to apply to both print and digital texts.

Proficient(ly). Meeting the criterion established in the standards as measured by a teacher or assessment; in this document, often paired with **independent(ly)** to suggest a successful student performance done without a teacher's guidance.

Pronoun. Takes the place of a **noun** or noun **phrase**. Different forms (cases) of pronouns are used for the same noun depending on their function in a **sentence** (**e.g.,** *I borrowed the book from him and he later returned it to me*).

> **Pronoun antecedent.** Noun to which a pronoun refers, with which it should agree in number and person: for example, *Rachel finished reading the book, and then she took a nap* or *The members of the commission voted and their decision was unanimous*).
>
> **Types of pronouns:**
> **Demonstrative.** e.g., *this, that, these, those*
> **Indefinite.** e.g., *any, somebody, none*
> **Interrogative.** e.g., *who, what*
> **Personal.** e.g., *I, we, she, they, me, us, her, them*
> **Possessive.** e.g., *my, our, her, their*
> **Reflexive.** e.g., *myself, ourselves, herself, themselves*
> **Relative.** e.g., *who, that, which*

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

Proverb. Short saying widely used to express a truth: for example, *Practice makes perfect*. Proverbs are usually considered more practical than **adages**.

Publish. As used in this document, make available to a broad **audience** either formally (as in a school's literary magazine, a website, or a local newspaper) or informally (as on a class discussion board or online forum).

Pun. Joke that makes use of **rhyme**, words that sound similar, and/or a word's multiple meanings; wordplay.

Purpose. See **Text Types and Purposes**.

R

Rebus. Mode of expressing words by using pictures of objects whose names resemble those words.

Recount. Tell about something, especially a personal experience.

Reflection. Serious thought such as contemplation or deliberation.

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**. Refrains may be used to convey different **moods** or ideas at different points in a poem, as with Edgar Allen Poe's use of *nevermore* in "The Raven."

Register. Degree of formality in language use; depends on **audience** (who), topic (what), **purpose** (why), and context (where).

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

Retell. Relate a **narrative** again, sometimes in a different way.

Revising. Component of writing and preparing presentations concerned chiefly with reworking a **text** in light of task, **purpose**, and **audience** considerations. Compared to **editing**, revising is a larger-scale activity often associated with the overall substance and **structure** of a text. See **Rewriting**.

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

Rhetoric. The study and practice of effective communication; often associated with language or **images** intended to persuade or otherwise influence an **audience**. There are three classical rhetorical strategies:

> **Ethos.** Ethical appeal, based on the character, credibility, or reliability of the writer or **speaker.**
> **Logos.** Appeal to reason or logic, dependent on inductive or deductive reasoning and **evidence.**
> **Pathos.** Appeal to the emotions or beliefs of the **audience.**

Rhetorical Situation. Circumstances in which people consciously communicate with one another; includes awareness of the characteristics of the writer or speaker, audience, topic, purpose, culture, and context.

Rhyme. Similar sounds in accented syllables: for example, *The rain in Spain falls mainly in the plain*; *Jack and Jill went up the hill*.

> **Rhyme scheme**. In **poetry**, the pattern of rhyming sounds in a **stanza**.

Rhythm. 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). Word or word element to which **affixes** may be added to make other words. For example, to the root *liter* (Greek, meaning *letter*) the **prefix** *il-* and the **suffix** *–ate*; to the root word *read*, the prefix *un-* and suffix *-able* can be added to create new words.

S

Satire. Literary technique in which ideas, customs, behaviors, or institutions are ridiculed with the intention of improving society, for example, in Jonathan Swift's *A Modest Proposal*. Satire may be gently witty, mildly abrasive, or bitterly critical, and often uses **hyperbole** for effect.

Script. Written form of a **drama**, film, radio broadcast, or prepared speech, including any **dialogue**, description of **setting**, and stage directions.

Sensory language. See **Imagery**.

Sentence. Series of words expressing one or more complete thoughts.

Sentence fragment. Series of words that looks like a sentence but does not express a complete thought: for example, *When we got in the car*. Sentence fragments depart from the conventions of **standard English**, but sometimes writers use them deliberately for effect.
Run-on sentence. Two or more independent clauses joined without an appropriate conjunction or punctuation mark: for example, *It is nearly half past five we cannot reach town before dark.*
Structures of sentences:
Simple. One independent clause: for example, *I sailed the boat fearlessly.*
Compound. Two independent clauses linked by a conjunction: for example, *I sailed the boat well, and no one else in the race had a chance of winning.*
Complex. An independent clause and at least one **dependent clause**: for example, *I sailed the boat, which was pretty hard to handle.*
Complex-Compound. Two or more independent clauses and at least one dependent clause *I sailed the boat, which was hard to handle, and I even finished first in the race.*
Functions of sentences:
Declarative. To make a statement: for example, *Xavier went to the grocery store.*
Imperative. To give a command: for example, *Class, listen carefully.*
Interrogative. To ask a question: for example, *Who is at the door?*
Exclamatory. To express excitement or emotion: for example, *I'm so thrilled!*

Setting. Time and place of the action in a **narrative, drama**, or **poem**.

Short story. Brief work of **prose fiction** that usually contains one major **conflict** and at least one main **character.** See **Novel**.

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

Soliloquy. In **drama**, a speech given by a **character** while (or as if) alone; literally, "talking to oneself."

Sonnet. Poem consisting of fourteen lines of iambic pentameter that follow a specific **rhyme scheme**.

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

Speaker. (1) Person or **character** producing **oral language**, as in a speech or a **dialogue**; (2) in **poetry**, the **narrator** or **voice** a poet uses to relay a poem.

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

Standard English conventions. The widely accepted practices of English punctuation, **grammar**, usage, and spelling that are taught in schools; in this document, refers to standard United States English conventions.

Stanza. In a **poem**, recurring grouping of two or more **verse** lines of the same length, metrical form, and, often, **rhyme scheme**.

Structure. Broadly, anything composed of parts arranged together in some way; in language arts, the relationships or organization of the component parts in a **literary text**.

Style. Author's or **speaker's** unique way of communicating ideas—not only what is said but also how it is said. Literary elements contributing to style include **diction, syntax, tone, figurative language**, and **dialogue**.

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

Suffix. See **Affix.**

Summary. An account of a **text's** main points, disregarding unimportant details and usually employing the same order of events or topics as the **source** text. Summarizing is a basic reading technique that consolidates and demonstrates understanding of a text's overall meaning. See **Synthesis**.

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

Symbolism. In literature or other art, the serious and extensive use of symbols.

Synonym. One of two or more words identical or very similar in meaning: for example, in some contexts, right and correct are synonyms. See **Antonym.**

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

Synthesis (Synthesize). Combination of information or other elements from different **sources** into a unified work with original **structure** and substance. In contrast to **summary**, synthesis is an advanced technique that both reflects understanding of the source **texts** and adds new insight to them.

T

Tall tale. Distinctively American type of **narrative** originating in **traditional literature** and characterized by humor and exaggeration. Tall tales and practical jokes have similar kinds of humor; in both, someone gets fooled, to the amusement of those who know the truth.

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

Text. A composition or work of art: for example, a film, speech, photograph, drawing, or written work.

Text complexity. Level of difficulty of reading and comprehending a given **text**, combined with consideration of reader and task variables; in these standards, evaluated using three-part criteria that pairs qualitative and

quantitative measures with reader-task considerations. See Measuring Text Complexity and Appendix A of the *Common Core State Standards* for a larger discussion of text complexity.

Text features. Aspects of a (usually **informational**) **text** other than the main content: for example, headings, illustrations, charts, captions, callout boxes, excerpts displayed in a larger font for emphasis.

Text types and purposes. The Writing Standards of this Framework emphasize three types of writing that are widely used in college study, careers, and civic participation. Many successful pieces of writing combine different text types in a single piece; for example, an argument may include a short narrative anecdote as evidence.

> **Argument.** Is intended to convince by establishing truth. Most argumentation begins with a **claim**, then provides supporting logical and/or empirical **evidence**. Arguments may also include the anticipation and rebuttal of opposing views (counterclaims). (Note that in elementary school, the standards ask that students write opinions, rather than arguments. Opinions define and defend a belief, position, or preference with reasons.)
> **Explanation.** Is designed to make a subject, concept, or process clear and understandable to the intended **audience** using one or more of the following methods: identification, definition, classification, illustration, comparison, and/or **analysis**.
> **Narrative.** Is designed to relate events or experiences; may be primarily imaginative, as in a **short story** or **novel**, or primarily factual, as in a newspaper account or a work of history.

Theme. Central message or abstract concept made concrete through representation in a **literary text**. Like a **thesis**, a 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 a theme is directly stated in a work, and sometimes it is revealed indirectly. A single work may have more than one theme. See **Main idea, Moral**.

Thesis. Claim made by a writer or speaker with the intent of proving or supporting it with **evidence**; may also refer to an entire written **argument** in essay form. See **Main idea, Theme**.

Tone. Expression of a writer's or **speaker's** attitude toward a subject. Unlike **mood**, which is intended to shape the **audience's** emotional response, tone reflects the feelings of a **text's** author. Tone can be serious, humorous, sarcastic, playful, ironic, bitter, or objective. See **Style**.

Traditional literature. Works that transmit a culture's knowledge and beliefs from generation to generation; oral for much of a culture's history but often eventually put into writing; includes **poems,** songs, **myths, dramas**, rituals, **folk and fairy tales, fables, proverbs**, and riddles.

Trickster tale. **Narrative** in **traditional literature** 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.

U

Understatement. 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**.

V

Verb. Word or set of words that expresses an action or state of being.

> **Verbal [noun]**. Word derived from a verb and with the power of a verb but functioning like another part of speech. Like a verb, a verbal may be attached to an object, a modifier, and sometimes a **subject**;

unlike a verb, a verbal functions like a **noun**, an **adjective**, or an **adverb**. Three types of verbals are gerunds, infinitives, and participles.

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

Infinitive. Verb form usually introduced by *to*; may function 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. Verb form ending in *-ing* or *-ed*; functions like a verb because it can be paired with an object, but functions like an adjective because it can modify a noun or pronoun: for example, *a glowing coal, a beaten dog*.

Verb mood. May be indicative (**e.g.,** *I am going*), imperative (*Go!*), interrogative (*Are you going?*), conditional (*If I go…*), or subjunctive (*I ask that you go…*)

Verb tense. May be 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. Indicates whether a sentence's **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*), while passive voice indicates that the subject is being acted upon (e.g., *The secrets of electricity were discovered by Benjamin Franklin*).

Verbal [adjective]. Pertaining to words, either written or spoken, as in *The **essay's** verbal explanation supported the diagram*. See **Oral**.

Verse. Unit of **poetry** such as a **stanza** or line.

Vocabulary. Words known or used by a person or group, representing concepts or ideas and meanings mutually understood; also, all the words of a language. See **Academic language/vocabulary**, **Domain-specific language/vocabulary**.

Voice. (1) An author's unique use of language, including **syntax, diction, style,** and **tone**, that allows the **audience** to perceive a human personality in the writing; (2) **narrator** of a selection. See **Verb** for **Verb Voice**.

Appendix D: Resources and Bibliography

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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.