MASSACHUSETTS CURRICULUM FRAMEWORK

FOR

ENGLISH LANGUAGE ARTS & LITERACY

Grades Pre-Kindergarten to 12

Incorporating the Common Core State Standards for English Language Arts and Literacy

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Discussion Draft for the Board of Elementary and Secondary Education

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DECEMBER 2010

Massachusetts Department of
ELEMENTARY & SECONDARY
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Mitchell D. Chester, Ed.D.
Commissioner

December 2010

Dear Colleagues,

I am pleased to present to you the *Massachusetts Curriculum Framework for English Language Arts and Literacy, Grades Pre-Kindergarten to 12* adopted by the Board of Elementary and Secondary Education in December 2010. This framework merges the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects* with Massachusetts standards and other features. These 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.

In partnership with the Department of Early Education and Care (EEC), we added pre-kindergarten standards that were collaboratively developed by early childhood educators from the Department of Elementary and Secondary Education, EEC staff, and early childhood specialists across the state. The pre-kindergarten standards were approved by the Board of Early Education and Care in December 2010. These pre-kindergarten standards lay a strong necessary foundation for the kindergarten standards.

I am proud of the work that has been accomplished. The comments and suggestions received during the revision process of the 2001 *English Language Arts Framework* as well as comments on the Common Core State Standards have strengthened this framework. I want to thank everyone who worked with us to create challenging learning standards for Massachusetts students.

We will continue to collaborate with schools and districts to implement the 2011 *Massachusetts Curriculum Framework for English Language Arts and Literacy* over the next several years, and we encourage your comments as you use it. All of the frameworks are subject to continuous review and improvement, for the benefit of the students of the Commonwealth.

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

Sincerely,

Mitchell D. Chester, Ed. D.
Commissioner of Education

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Introduction

Background

The *Massachusetts Curriculum Framework for English Language Arts and Literacy* builds on the *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* ("The Standards"). The standards in this framework are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of pre-k–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

In 2007 the Massachusetts Department of Elementary and Secondary Education convened a team of educators to revise its existing English Language Arts Curriculum Framework, and, when the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) began a multi-state standards development initiative in 2009, the two efforts merged. The standards in this document draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.

As specified by CCSSO and NGA, the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society. The standards are intended to be a living work: as new and better evidence emerges, the standards will be revised accordingly.

Unique Massachusetts Standards and Features

Staff at the Massachusetts Department of Education worked closely with the Common Core writing team to ensure that the resulting standards were academically rigorous, comprehensive, and organized in ways to make them useful for teachers. In contrast to earlier Massachusetts English Language Arts standards, these standards are written for individual grades and cover the essential topics of reading, writing, speaking and listening, and language. To the Common Core K-12 standards we have added standards for pre-kindergarten, standards on literary concepts and genres, writing standards that call for understanding of literary concepts, guiding principles, a glossary, and lists of suggested authors. The Massachusetts additions are marked with an asterisk(*).

Breadth of the Standards

The standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first 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 pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, 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.

Key Design Considerations

College and Career Readiness (CCR) and grade-specific standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The 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. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

Grade levels for Pre-K–8; grade bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The pre-k–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to 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 K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In pre-k–5, the Standards follow NAEP's lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP's growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally. To measure students' growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP's shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informational/explanatory texts. It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

Focus and coherence in instruction and assessment
While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task. For example, when editing writing, students address Writing standard 5 ("Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach") as well as Language standards 1–3 (which deal with conventions of standard English and knowledge of language). When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.

*What is **not** covered by the Standards*
The Standards should be recognized for what they are not as well as what they are. The most important intentional design limitations are as follows:

1) The Standards define what all students are expected to know and be able to do, not how teachers should teach. For instance, the use of play with young

children is not specified by the Standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document. Furthermore, while the Standards make references to some particular forms of content, including mythology, foundational U.S. documents, and Shakespeare, they do not—indeed, cannot—enumerate all or even most of the content that students should learn. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.

2) 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. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified herein.

3) The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. For those students, advanced work in such areas as literature, composition, language, and journalism should be available. This work should provide the next logical step up from the college and career readiness baseline established here.

4) The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

5) It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post–high school lives.

Each grade will include students who are still acquiring English. For those students, it is possible to meet the standards in reading, writing, speaking, and listening without displaying native-like control of conventions and vocabulary.

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

6) While the ELA and content area literacy components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning. Similarly, the Standards define literacy expectations in history/social studies, science, and technical subjects, but literacy standards in other areas, such as the arts, mathematics, and health education, modeled on those in this document are strongly encouraged to facilitate a comprehensive, schoolwide literacy program.

Guiding Principles for English Language Arts and Literacy Programs in Massachusetts

The following principles are philosophical statements that underlie the standards and resources of this curriculum framework. They should guide the construction and evaluation of English language arts and literacy programs in schools and the broader community.
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Guiding Principle 1

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

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

Guiding Principle 2

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

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

Guiding Principle 3

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

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

Guiding Principle 4

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

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

Guiding Principle 5

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

At all levels, students' writing records their imagination, exploration, and responses to the texts they read. As students attempt to write clearly and coherently about increasingly complex ideas, their writing serves to propel intellectual growth. Through writing, students develop their ability to think, to communicate and defend ideas, and to create worlds unseen. A student's writing and speaking voice is an expression of self. Students' voices tell us who they are, how they think, and what unique perspectives they bring to their learning. Students' voices develop when teachers provide opportunities for

interaction, exploration, and communication. When students discuss ideas and read one another's writing, they learn to distinguish between formal and informal communication. They also learn about their classmates as unique individuals who can contribute their distinctive ideas, aspirations, and talents to the class, the school, the community, and the nation.

Guiding Principle 6
An effective English language arts and literacy curriculum holds high expectations for all students.
Recognizing that learners are different, teachers differentiate instruction as students learn to become increasingly independent in reading and writing complex texts. Effective teachers realize that instruction needs to be modified for students capable of more advanced work, as well as for struggling students.

Guiding Principle 7
An effective English language arts curriculum provides explicit skill instruction in reading and writing.
In some cases, explicit skill instruction is most effective when it precedes student need. Systematic phonics lessons, in particular decoding skills, should be taught to students before they use them in their subsequent reading. Systematic instruction is especially important for those students who have not developed phonemic awareness — the ability to pay attention to the component sounds of language. Effective instruction can take place in small groups, individually, or on a whole class basis. In other cases, explicit skill instruction is most effective when it responds to specific problems students reveal in their work.

Guiding Principle 8
An effective English language arts and literacy curriculum builds on the language, experiences, knowledge and interests that students bring to school.
Teachers recognize the importance of being able to respond effectively to the challenges of linguistic and cultural differences in their classrooms. They recognize that sometimes students have learned ways of talking, thinking, and interacting that are effective at home and in their neighborhood, but which may not have the same meaning or usefulness in school. Teachers try to draw on these different ways of talking and thinking as potential bridges to speaking and writing in standard English.

Guiding Principle 9
An effective English language arts and literacy curriculum nurtures students' sense of their common ground as present or future American citizens and prepares them to participate responsibly in our schools and in civic life.
Teachers instruct an increasingly diverse group of students in their classrooms each year. Students may come from any country or continent in the world. Taking advantage of this diversity, teachers guide discussions about the extraordinary variety of beliefs and traditions around the world. At the same time, they provide students with common ground through discussion of significant works in American cultural history to help prepare them to become self-governing citizens of the United States of America. An effective English language arts and literacy curriculum, while encouraging respect for differences in home backgrounds, can serve as a unifying force in schools and society.

Guiding Principle 10
An effective English language arts and literacy curriculum reaches out to families and communities in order to sustain a literate society.
Families and communities play a crucial role in developing young children's speaking, listening, language, reading and writing skills. Effective literacy programs help parents and caregivers understand how vital their role is and provide adult education programs and other ways to support adult literacy. As children become adolescents, families and community members provide the support needed to keep middle and high school students engaged in school. Role models in the family and community encourage high school students in their exploration of colleges and careers. Effective programs emphasize that all of the components of literacy – close and critical reading, coherent writing, articulate speaking, and attentive listening – are essential in a democratic society.

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

- **They demonstrate independence.**

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

- **They build strong content knowledge.**

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

- **They respond to the varying demands of audience, task, purpose, and discipline.**

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

- **They comprehend as well as critique.**

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

- **They value evidence.**

Students cite specific evidence when offering an oral or written 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.

How to Read This Document

Overall Document Organization

The Standards comprise three main sections: a comprehensive Pre-k–5 section and two content area–specific sections for grades 6–12, one for ELA and one for history/social studies, science, and technical subjects. Three appendices accompany the main document.

Each section is divided into *strands*. Pre-K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6–12 history/social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of *College and Career Readiness Anchor Standards* that is identical across all grades and content areas.

Standards for each grade within Pre-K–8 and for grades 9–10 and 11–12 follow the CCR anchor standards in each strand. Each *grade-specific standard* (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

Individual CCR anchor standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3 and W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found in brackets alongside the full strand title.

Who is responsible for which portion of the Standards?

A single Pre-k–5 section lists standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6–12 are covered in two content area–specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

Key Features of the Standards

Reading: Text complexity and the growth of 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.

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Language: Conventions, effective use, and vocabulary

The Language standards include the essential "rules" of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on

understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

Glossary and lists of suggested authors, illustrators and works

These are Massachusetts resources designed to supplement the standards. The purpose of the glossary is to provide a common set of definitions for literary terms and pedagogical terms related to reading, writing, speaking, listening, and language. The author lists contain suggestions – not mandates – for selecting well-written and beautifully illustrated works by classic and contemporary authors.

Appendices A, B, and C

These are separate documents. Appendix A contains supplementary material on reading, writing, speaking and listening, and language, including a discussion of the research that underlies the standards. Appendix B consists of text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels with accompanying sample performance tasks. Appendix C includes annotated samples demonstrating at least adequate performance in student writing at various grade levels.

Standards for English Language Arts &

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

Pre-K–5

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 the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

3. Analyze how and why individuals, events, 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 the text (e.g., a section, chapter, scene, or stanza) 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.**

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.

8a. Analyze the meaning of literary texts by drawing on knowledge of literary concepts and genres.*

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. Read and comprehend complex literary and informational texts independently and proficiently.

* Massachusetts addition to the Common core State Standards
**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.

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, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

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

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Pre-kindergartners (older 4-year-olds to younger 5-year-olds):	**Kindergartners:**
Key Ideas and Details	
1. With prompting and support, ask and answer questions about a story or poems read aloud.*	1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell a sequence of events from a story read aloud.*	2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, act out characters and events from a story or poem read aloud.*	3. With prompting and support, identify characters, settings, and major events in a story.
Craft and Structure	
4. With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.*	4. Ask and answer questions about unknown words in a text.
5. (Begins in kindergarten or when the individual child is ready)	5. Recognize common types of texts (e.g., storybooks, poems).
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.*	6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
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.*	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 to literature)	8. (Not applicable to literature)
8a. Respond to a regular beat in poetry and song by movement or clapping.*	8a. Identify and respond to characteristics of traditional poetry for children: rhyme, regular beats, and repetition of sounds, words, and phrases.*
9. With prompting and support, make connections between a story or poems and one's own experiences.*	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. Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud.*	10. Actively engage in group reading activities with purpose and understanding.

* Massachusetts addition to the Common Core State Standards

Reading Standards for Literature Pre-K–5

Grade 1 students:	Grade 2 students:	Grade 3 students:
Key Ideas and Details		
1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.	3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Craft and Structure		
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; describe how each successive part builds on earlier sections.
6. Identify who is telling the story at various points in a text.	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	6. Distinguish their own point of view from that of the narrator or those of the characters.
Integration of Knowledge and Ideas		
7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
8a. Identify characteristics commonly shared by folktales and fairy tales.*	8a. Identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.*	**8a. Identify** elements of fiction (e.g., characters, setting, plot, problem, solution) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia).*
9. Compare and contrast the adventures and experiences of characters in stories.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

* Massachusetts addition to the Common Core State Standards

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

Grade 1 students:	Grade 2 students:	Grade 3 students:
Range of Reading and Level of Text Complexity		
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Grade 4 students:	Grade 5 students:
Key Ideas and Details	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the 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).	3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*).	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	6. Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas	
7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	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 to literature)	8. (Not applicable to literature)
8a. Locate and analyze examples of similes and metaphors in stories, poems, folktales, and plays and explain how these literary devices enrich the text.*	8a. Locate and analyze examples of foreshadowing in stories, poems, folktales, and plays.*
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.	9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

* Massachusetts addition to the Common Core State Standards

Pre-kindergartners (older 4-year-olds to younger 5-year-olds):	**Kindergartners:**
Key Ideas and Details	
1. With prompting and support, ask and answer questions about an informational text read aloud.*	1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, recall important facts from an informational text after hearing it read aloud.*	2. With prompting and support, identify the main topic and retell key details of a text.
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).*	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 unfamiliar words in an informational text read aloud.*	4. With prompting and support, ask and answer questions about unknown words in a text.
5. (Begins in kindergarten or when the individual child is ready)	5. Identify the front cover, back cover, and title page of a book.
6. 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).*	6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Integration of Knowledge and Ideas	
7. With prompting and support, describe important details from an illustration or photograph.*	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).
8. (Begins in kindergarten or when the individual child is ready)	8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator.*	9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of Reading and Level of Text Complexity	
10. Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud.*	10. Actively engage in group reading activities with purpose and understanding.

* Massachusetts addition to the Common Core State Standards

Grade 1 students:	Grade 2 students:	Grade 3 students:
Key Ideas and Details		
1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Identify the main topic and retell key details of a text.	2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Craft and Structure		
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.	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*.
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	6. Distinguish their own point of view from that of the author of a text.
Integration of Knowledge and Ideas		
7. Use the illustrations and details in a text to describe its key ideas.	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
8. Identify the reasons an author gives to support points in a text.	8. Describe how reasons support specific points the author makes in a text.	8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Compare and contrast the most important points presented by two texts on the same topic.	9. Compare and contrast the most important points and key details presented in two texts on the same topic.
Range of Reading and Level of Text Complexity		
10. With prompting and support, read informational texts appropriately complex for grade 1.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Grade 4 students:	Grade 5 students:
Key Ideas and Details	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says 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 the text.	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
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*.	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*.
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.	5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas	
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	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.
8. Explain how an author uses reasons and evidence to support particular points in a text.	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 two texts on the same topic in order to write or speak about the subject knowledgeably.	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity	
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

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

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

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

Pre-kindergartners (older 4-year-olds to younger 5-year-olds):	Kindergartners:
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 upper-case letters of the alphabet and the lowercase letters in one's own name.*
	1. Demonstrate understanding of the organization and basic features of print.
	   a. Follow words from left to right, top to bottom, and page by page.
	   b. Recognize that spoken words are represented in written language by specific sequences of letters.
	   c. Understand that words are separated by spaces in print.
	   d. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness	

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 a several other words that have the same initial sound.*
   d. (Begins in kindergarten or when the individual child is ready)
   e. (Begins in kindergarten or when the individual child is ready)
	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	   a. Recognize and produce rhyming words.
	   b. Count, pronounce, blend, and segment syllables in spoken words.
	   c. Blend and segment onsets and rimes of single-syllable spoken words.
	   d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* *(This does not include CVCs ending with /l/, /r/, or /x/.)
	   e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

* Massachusetts addition to the Common Core State Standards

**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.

Grade 1 students:

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).

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

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

Pre-kindergartners (older 4-year-olds to younger 5-year-olds):	Kindergartners:
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 one's own name and familiar common signs and labels (e.g., STOP).* d. (Begins in kindergarten or when the individual child is ready)	**3.** Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Fluency	
4. (Begins in kindergarten or when the individual child is ready)	**4.** Read emergent-reader texts with purpose and understanding.

* Massachusetts addition to the Common Core State Standards

Grade 1 students:	Grade 2 students:	Grade 3 students:
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.
	3. Know and apply grade-level phonics and word analysis skills in decoding words.
	  a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
	  b. Know spelling-sound correspondences for additional common vowel teams.
	  c. Decode regularly spelled two-syllable words with long vowels.
	  d. Decode words with common prefixes and suffixes.
	  e. Identify words with inconsistent but common spelling-sound correspondences.
	  f. Recognize and read grade-appropriate irregularly spelled words.
		3. Know and apply grade-level phonics and word analysis skills in decoding words.
		  a. Identify and know the meaning of the most common prefixes and derivational suffixes.
		  b. Decode words with common Latin suffixes.
		  c. Decode multisyllable words.
		  d. Read grade-appropriate irregularly spelled words.

Fluency		

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

Grade 4 students:	Grade 5 students:
Phonics and Word Recognition	

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

Fluency	

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

College and Career Readiness Anchor Standards for Writing

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

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 real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
3a. Write fiction, personal reflections, poetry, and scripts that demonstrate awareness of literary concepts and genres.*

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, including the Internet, 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. 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, 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.

* Massachusetts addition to the Common Core State Standards

**These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

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 projects 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.

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Writing Standards Pre-K–5

The following standards for Pre-K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Pre-kindergartners (older 4-year-olds to younger 5-year-olds):	Kindergartners:
Text Types and Purposes	
1. Dictate words to express a preference or opinion about a topic (e.g., " I would like to go to the fire station to see the truck and meet the firemen.").*	1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
2. Use a combination of dictating and drawing to explain information about a topic.*	2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
3. Use a combination of dictating and drawing to tell a real or imagined story.* 3a. (Begins in kindergarten)	3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. 3a. With prompting and support, write or dictate poems with rhyme and repletion*
Production and Distribution of Writing	
4. (Begins in grade 3)	4. (Begins in grade 3)
5. (Begins in kindergarten or when an individual student is ready)	5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
6. Recognize that digital tools (e.g., computers, cell phones, cameras, or other devices) are used for communication and, with support and guidance, use them to convey messages in pictures and/or words.*	6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	
7. (Begins in kindergarten or when an individual student is ready)	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. (Begins in kindergarten or when an individual student is ready)	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)	9. (Begins in grade 4)
Range of Reading and Level of Text Complexity	
(Begins in grade 3)	10. (Begins in grade 3)

* Massachusetts addition to the Common Core State Standards

Grade 1 students:	Grade 2 students:	Grade 3 students:
Text Types and Purposes		
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	**1.** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.	**1.** Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. d. Provide a concluding statement or section.
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	**2.** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	**2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. d. Provide a concluding statement or section.
3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. **3a.** Write poems with rhyme and repetition.*	**3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **3a.** Write stories or poems with dialogue.*	**3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. **3a.** Write poems, descriptions, and stories in which figurative language and the sounds of words (e.g. alliteration, onomatopoeia, rhyme) are key elements.*

* Massachusetts addition to the Common Core State Standards

Grade 1 students:	Grade 2 students:	Grade 3 students:
Production and Distribution of Writing		
4. (Begins in grade 3)	4. (Begins in grade 3)	4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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.	5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 28.)
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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).	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).	7. Conduct short research projects that build knowledge about a topic.
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. Recall information from experiences or gather information from provided sources to answer a question.	8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
9. (Begins in grade 4)	9. (Begins in grade 4)	9. (Begins in grade 4)
Range of Writing		
10. (Begins in grade 3)	10. (Begins in grade 3)	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 students:	**Grade 5 students:**

Text Types and Purposes

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 to support the writer's purpose.
   b. Provide reasons that are supported by facts and details.
   c. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to, in addition*).
   d. Provide a concluding statement or section related to the opinion presented.

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
   a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
   b. Provide logically ordered reasons that are supported by facts and details.
   c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
   d. Provide a concluding statement or section related to the opinion presented.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
   b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
   c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e. Provide a concluding statement or section related to the information or explanation presented.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
   b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
   c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e. Provide a concluding statement or section related to the information or explanation presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
   a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
   b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
   c. Use a variety of transitional words and phrases to manage the sequence of events.
   d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
   e. Provide a conclusion that follows from the narrated experiences or events.

3a. Write stories, poems, and scripts that use foreshadowing, similes, and/or metaphors.*

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
   a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
   b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
   c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
   d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
   e. Provide a conclusion that follows from the narrated experiences or events.

3a. Write stories, poems, and scripts that draw on characteristics of tall tales or myths or modern genres such as mysteries, fantasies, and historical fiction.*

*Massachusetts addition to the Common Core State Standards

Grade 4 students:	Grade 5 students:
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 30.)	**5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 30.)
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	**6.** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
Research to Build and Present Knowledge	
7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	**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; take notes and categorize information, and provide a list of sources.	**8.** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 4 Reading standards* to literature (e.g., "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]."). b. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	**9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
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.	**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.

College and Career Readiness Anchor Standards for Speaking and Listening

The 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 and the organization, development, 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.

Speaking and Listening Standards Pre-K–5

The following standards for Pre-K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Pre-kindergartners (older 4-year-olds to younger 5-year-olds):	**Kindergartners:**
Comprehension and Collaboration	

1. Participate in collaborative conversations with diverse partners during daily routines and play.*
   a. Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking; listening to peers; waiting to speak until another person is finished talking; asking questions and waiting for an answer; gaining the floor in appropriate ways).*
   b. Continue a conversation through multiple exchanges.*
	1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
	   a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
	   b. Continue a conversation through multiple exchanges.

2. Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests).*	2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.*	3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood
Presentation of Knowledge and Ideas	
4. Describe personal experiences; tell real or imagined stories.*	4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, or clay models) and explain them to others.*	5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas.*	6. Speak audibly and express thoughts, feelings, and ideas.*

* Massachusetts addition to the Common Core State Standards

Grade 1 students:	**Grade 2 students:**	**Grade 3 students:**
Comprehension and Collaboration		

1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
   a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
   b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
   c. Ask questions to clear up any confusion about the topics and texts under discussion.
	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.
	 Ask for clarification and further explanation as needed about the topics and texts under discussion.
		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.
		   b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
		   c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
		   d. Explain their own ideas and understanding in light of the discussion.

2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Presentation of Knowledge and Ideas		
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1and 3 on page 28 for specific expectations.)	6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1and 3 on page 28 for specific expectations.)	6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 28 for specific expectations.)

Grade 4 students:	Grade 5 students:

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.	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.	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
b. Follow agreed-upon rules for discussions and carry out assigned roles.	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.	c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
c. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Identify the reasons and evidence a speaker provides to support particular points.	3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
6. Differentiate between contexts that call for formal English (e.g., presenting ideas) 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 on page 30 for specific expectations.)	6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 30 for specific expectations.)

College and Career Readiness Anchor Standards for Language

The 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 when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, 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.

Language Standards Pre-K–5

The following standards for grades Pre-K—5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with a double asterisk (**). See the table on page 31 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Pre-kindergartners (older 4-year-olds to younger 5-year-olds):	Kindergartners:
Conventions of Standard English	
1. Demonstrate use of oral language in informal every day activities.* a. (Begins in kindergarten)* b. Use frequently occurring nous and verbs.* c. Form regular plural nouns.* d. Understand and use question words (e.g., *who, what, where, when, why, how*).* e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).* f. Demonstrate the ability to speak in complete sentences.* g. Use vocabulary in the Massachusetts Mathematics Curriculum Framework Pre-kindergarten standards to express concepts related to *length, area, weight, capacity,* and *volume.**	**1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). f. Produce and expand complete sentences in shared language activities.
2. (Begins in kindergarten)	**2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun *I*. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
Knowledge of Language	
3. (Begins in grade 2)	**3.** (Begins in grade 2)
Vocabulary Acquisition and Use	
4. Ask and answer questions about the meaning 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*).* b. (Begins in kindergarten)	**4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). b. Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.

* Massachusetts addition to the Common Core State Standards

Pre-kindergartners (older 4-year-olds to younger 5-year-olds):	Kindergartners:

5. With guidance and support from adults, explore word relationships and nuances of word meanings.*
    a. Demonstrate understanding of concepts by sorting common object into categories (e.g., sort objects by color, shape, or texture).*
    b. (Begins in kindergarten)
    c. Apply words learned in classroom activities to real-life examples (e.g., name places in school that are fun, quiet, or noisy).*
    d. (Begins in kindergarten)
	5. 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, listening to books read aloud, activities, and play.*	**6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

* Massachusetts addition to the Common Core State Standards

Grade 1 students:	Grade 2 students:	Grade 3 students:
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*). d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my*; *they, them, their*; *anyone, everything*). e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home*; *Today I walk home*; *Tomorrow I will walk home*). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., *during, beyond, toward*). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., *group*). b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). c. Use reflexive pronouns (e.g., *myself, ourselves*). d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie*; *The little boy watched the movie*; *The action movie was watched by the little boy*). g. Read, pronounce, write, and understand the meaning of common abbreviations for titles, locations, and time periods (e.g., Dr., Ms., Mrs., St., Rd., Ave., MA, U.S., months, days of the week, AM, PM,)	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., *childhood*). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.** g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., *cage → badge*; *boy → boil*). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Knowledge of Language		
3. (Begins in grade 2)	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.** b. Recognize and observe differences between the conventions of spoken and written English.

** These skills and understandings are particularly likely to require continued attention in higher grades. See the table on page 32 and Appendix A .

Grade 1 students:	Grade 2 students:	Grade 3 students:
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).	**4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy / unhappy*, *tell / retell*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	**4.** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable / disagreeable*, *comfortable / uncomfortable*, *care / careless*, *heat / preheat*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). d. Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.	**5.** Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). b. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).	**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. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	**6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).	**6.** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Grade 4 students:	**Grade 5 students:**

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Use relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*).
   b. Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb tenses.
   c. Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.
   d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
   e. Form and use prepositional phrases.
   f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.**
   g. Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*).**
   h. Write legibly by hand, using either printing or cursive handwriting.*
      For the use of computer technology in writing, see Writing standard 6 .

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
   b. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.
   c. Use verb tense to convey various times, sequences, states, and conditions.
   d. Recognize and correct inappropriate shifts in verb tense.**
   e. Use correlative conjunctions (e.g., either/or, neither/nor).

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Use correct capitalization.
   b. Use commas and quotation marks to mark direct speech and quotations from a text.
   c. Use a comma before a coordinating conjunction in a compound sentence.
   d. Spell grade-appropriate words correctly, consulting references as needed.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Use punctuation to separate items in a series.**
   b. Use a comma to separate an introductory element from the rest of the sentence.
   c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
   d. Use underlining, quotation marks, or italics to indicate titles of works.
   e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Choose words and phrases to convey ideas precisely.**
   b. Choose punctuation for effect.**
   c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
   b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

** These skills and understandings are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. See the table on page 32 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Grade 4 students:	Grade 5 students:

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	**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.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	**5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).	**6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.	■	■	■	■	■	■	■	■
L.3.3a. Choose words and phrases for effect.	■	■	■	■	■	■	■	■
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		■	■	■	■	■	■	■
L.4.1g. Correctly use frequently confused words (e.g., *to/too/two*; *there/their*).		■	■	■	■	■	■	■
L.4.3a. Choose words and phrases to convey ideas precisely.*		■	■	■				
L.4.3b. Choose punctuation for effect.		■	■	■	■	■	■	■
L.5.1d. Recognize and correct inappropriate shifts in verb tense.			■	■	■	■	■	■
L.5.2a. Use punctuation to separate items in a series.†			■					
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.				■	■	■	■	■
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).				■	■	■	■	■
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.				■	■	■	■	■
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.				■	■	■	■	■
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡				■	■	■	■	
L.6.3b. Maintain consistency in style and tone.				■	■	■	■	■
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.					■	■	■	■
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.					■	■	■	■
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.						■	■	■
L.9–10.1a. Use parallel structure.							■	■

* Subsumed by L.7.3a
† Subsumed by L.9–10.1a
‡ Subsumed by L.11–12.3a

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

Measuring Text Complexity: Three Factors

Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for Pre-K–5

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

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

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

	Literature: Stories, Drama, Poetry	Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts
Pre-k-K[1]	*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) *What Do You Do With a Tail Like This?* by Steve Jenkins and Robin Page (2003)* *Amazing Whales!* by Sarah L. Thomson (2005)*
1[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)** *From Seed to Pumpkin* by Wendy Pfeffer, illustrated by James Graham Hale (2004)* *How People Learned to Fly* by Fran Hodgkins and True Kelley (2007)*
2–3	"Who Has Seen the Wind?" by Christina G. Rossetti (1893) *Charlotte's Web* by E. B. White (1952)* *Sarah, Plain and Tall* by Patricia MacLachlan (1985) *Tops and Bottoms* by Janet Stevens (1995) *Poppleton in Winter* by Cynthia Rylant, illustrated by Mark Teague (2001)	*A Medieval Feast* by Aliki (1983) *From Seed to Plant* by Gail Gibbons (1991) *The Story of Ruby Bridges* by Robert Coles (1995)* *A Drop of Water: A Book of Science and Wonder* by Walter Wick (1997) *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)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K–5 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. On the next page is an example of progressions of texts building knowledge across grade levels.

[1]Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.

Staying on Topic Within a Grade and Across Grades: How to Build Knowledge Systematically in English Language Arts Pre-K–5

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly Pre-K–2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, *orally* comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the *Standards*.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades.

Exemplar Texts on a Topic Across Grades	Pre-K-K	1	2–3	4–5
The Human Body Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.	The five senses and associated body parts ▪ *My Five Senses* by Aliki (1989) ▪ *Hearing* by Maria Rius (1985) ▪ *Sight* by Maria Rius (1985) ▪ *Smell* by Maria Rius (1985) ▪ *Taste* by Maria Rius (1985) ▪ *Touch* by Maria Rius (1985) Taking care of your body: Overview (hygiene, diet, exercise, rest) ▪ *My Amazing Body: A First Look at Health & Fitness* by Pat Thomas (2001) ▪ *Get Up and Go!* by Nancy Carlson (2008) ▪ *Go Wash Up* by Doering Tourville (2008) ▪ *Sleep* by Paul Showers (1997) ▪ *Fuel the Body* by Doering Tourville (2008)	Introduction to the systems of the human body and associated body parts ▪ *Under Your Skin: Your Amazing Body* by Mick Manning (2007) ▪ *Me and My Amazing Body* by Joan Sweeney (1999) ▪ *The Human Body* by Gallimard Jeunesse (2007) ▪ *The Busy Body Book* by Lizzy Rockwell (2008) ▪ *First Encyclopedia of the Human Body* by Fiona Chandler (2004) Taking care of your body: Germs, diseases, and preventing illness ▪ *Germs Make Me Sick* by Marilyn Berger (1995) ▪ *Tiny Life on Your Body* by Christine Taylor-Butler (2005) ▪ *Germ Stories* by Arthur Kornberg (2007) ▪ *All About Scabs* by GenichiroYagu (1998)	Digestive and excretory systems ▪ *What Happens to a Hamburger* by Paul Showers (1985) ▪ *The Digestive System* by Christine Taylor-Butler (2008) ▪ *The Digestive System* by Rebecca L. Johnson (2006) ▪ *The Digestive System* by Kristin Petrie (2007) Taking care of your body: Healthy eating and nutrition ▪ *Good Enough to Eat* by Lizzy Rockwell (1999) ▪ *Showdown at the Food Pyramid* by Rex Barron (2004) Muscular, skeletal, and nervous systems ▪ *The Mighty Muscular and Skeletal Systems* Crabtree Publishing (2009) ▪ *Muscles* by Seymour Simon (1998) ▪ *Bones* by Seymour Simon (1998) ▪ *The Astounding Nervous System* Crabtree Publishing (2009) ▪ *The Nervous System* by Joelle Riley (2004)	Circulatory system ▪ *The Heart* by Seymour Simon (2006) ▪ *The Heart and Circulation* by Carol Ballard (2005) ▪ *The Circulatory System* by Kristin Petrie (2007) ▪ *The Amazing Circulatory System* by John Burstein (2009) Respiratory system ▪ *The Lungs* by Seymour Simon (2007) ▪ *The Respiratory System* by Susan Glass (2004) ▪ *The Respiratory System* by Kristin Petrie (2007) ▪ *The Remarkable Respiratory System* by John Burstein (2009) Endocrine system ▪ *The Endocrine System* by Rebecca Olien (2006) ▪ *The Exciting Endocrine System* by John Burstein (2009)

Standards for English Language Arts

6–12

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.

Key Ideas and Details

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

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

3. Analyze how and why individuals, events, 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 the text (e.g., a section, chapter, scene, or stanza) 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.**

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.

8a. Analyze the meaning of literary texts by drawing on knowledge of literary concepts and genres.*

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. Read and comprehend complex literary and informational texts independently and proficiently.

*Massachusetts addition to the Common Core State Standards

**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.

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 U.S. 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; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Reading Standards for Literature 6–12

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Grade 6 students:	Grade 7 students:	Grade 8 students:
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6. Explain how an author develops the point of view of the narrator or speaker in a text.	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Integration of Knowledge and Ideas		
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
8a. Identify the conventions of legends and epics (e.g., the hero, quest, journey, seemingly impossible tasks) in historical and modern literary works.*	8a. Interpret a literary work by analyzing how the author uses literary elements (e.g., mood, tone, point of view, personification, symbols).*	8a. Identify and analyze the characteristics of irony and parody in literary works.*

* Massachusetts addition to the Common Core State Standards

Grade 6 students:	Grade 7 students:	Grade 8 students:
Integration of Knowledge and Ideas		
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	**9.** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	**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. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Reading Standards for Literature 6–12 [RL]

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

Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story 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 meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Integration of Knowledge and Ideas	
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
8. (Not applicable to literature)	8. (Not applicable to literature)
8a. Relate a work of fiction, poetry, or drama to the seminal ideas of its time.*	8a. Analyze a work of fiction, poetry, or drama using a variety of critical lenses (e.g., formal, psychological, historical, sociological, or feminist).*
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).	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.

* Massachusetts addition to the Common Core State Standards

Grades 9–10 students:	Grades 11–12 students:
Range of Reading and Level of Text Complexity	
10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Informational Text 6–12

Grade 6 students:	Grade 7 students:	Grade 8 students:
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	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.	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.
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas		
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**10.** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**10.** By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Reading Standards for Informational Text 6–12

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

Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	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 of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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.	6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
Integration of Knowledge and Ideas	
7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
Range of Reading and Level of Text Complexity	
10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

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 real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
3a. Write fiction, personal reflections, poetry, and scripts that demonstrate awareness of literary concepts and genres.*

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, including the Internet, 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. 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, 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.

* Massachusetts addition to the Common Core State Standards

**These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

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.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Text Types and Purposes		
1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. 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 formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Grade 6 students:	Grade 7 students:	Grade 8 students:

Text Types and Purposes (continued)

Grade 6 students:	Grade 7 students:	Grade 8 students:

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  c. 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 sensory language to convey experiences and events.
  e. Provide a conclusion that follows from the narrated experiences or events.
3a. Demonstrate understanding of traditional literature by writing short narratives, poems, or scripts that use the conventions of myths, legends, or epics (e.g., explanations of natural phenomena, the hero's journey, quest, or task).*
	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	  a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
	  b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
	  c. 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 sensory language to capture the action and convey experiences and events.
	  e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
	3a. Write short narratives, poems, scripts, or personal reflections that demonstrate understanding of the literary concepts of mood, tone, point of view, personification, or symbolism.
		3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
		  a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
		  b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
		  c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
		  d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
		  e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
		3a. Write short narratives, poems, scripts, or personal reflections that demonstrate understanding of the concepts of irony or parody.*

*Massachusetts addition to the Common core State Standards

Grade 6 students:	Grade 7 students:	Grade 8 students:
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	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. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 58.)	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 58.)	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 58.)
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
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.	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.	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.

* Massachusetts addition to the Common Core State Standards

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

Grades 9–10 students:	Grades 11–12 students:

Text Types and Purposes

Grades 9–10 students:	Grades 11–12 students:
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone 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.	**1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone 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 to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	**2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. 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).

Grades 9–10 students:	Grades 11–12 students:

Text Types and Purposes (continued)

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

    a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

    b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

    c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

    d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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

3a. Demonstrate understanding of the concept of point of view by writing short narratives, poems, essays, speeches or reflections from one's own or a particular character's point of view (e.g., the hero, anti-hero, or a minor character).*

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3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

    a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

    b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

    c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

    d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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

3a. Demonstrate understanding of the concept of theme by writing short narratives, poems, essays, speeches or reflections that respond to universal themes (e.g., challenges, the individual and society, moral dilemmas, the dynamics of tradition and change).*

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 60.)

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 60.)

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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* Massachusetts addition to the Common Core State Standards

Grades 9–10 students:	**Grades 11–12 students:**
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.	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. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
  b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
	  a. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
	  b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

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.	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 and the organization, development, 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.

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.*

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

Grade 6 students:	Grade 7 students:	Grade 8 students:
Presentation of Knowledge and Ideas		
4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
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 on page 58 for specific expectations.)	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 58 for specific expectations.)	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 58 for specific expectations.)

Speaking and Listening Standards 6–12

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

Grades 9–10 students:	Grades 11–12 students:
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. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas	
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
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 on pages 60 for specific expectations.)	6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 60 for specific expectations.)

College and Career Readiness Anchor Standards for Language

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

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 when considering a word or phrase important to comprehension or expression.

Note on range and content of student language use

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

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.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 61 for a complete listing and Appendix A for an example of how these skills develop in sophistication.

Grade 6 students:	**Grade 7 students:**	**Grade 8 students:**
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., *myself, ourselves*). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). b. Spell correctly.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
Knowledge of Language		
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Grade 6 students:	Grade 7 students:	Grade 8 students:
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.
  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
	  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
	  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
		4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
		  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
		  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
		  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
		  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  a. Interpret figures of speech (e.g., personification) in context.
  b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).
	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	  a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
	  b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
	  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).
		5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
		  a. Interpret figures of speech (e.g. verbal irony, puns) in context.
		  b. Use the relationship between particular words to better understand each of the words.
		  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grades 9–10 students:	**Grades 11–12 students:**

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	**1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	**2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.	**3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

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*). d. 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. e. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	**4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	**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 general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.	■	■	■	■	■	■	■	■
L.3.3a. Choose words and phrases for effect.	■	■	■	■	■	■	■	■
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		■	■	■	■	■	■	■
L.4.1g. Correctly use frequently confused words (e.g., *to/too/two*; *there/their*).		■	■	■	■	■	■	■
L.4.3a. Choose words and phrases to convey ideas precisely.*		■	■	■				
L.4.3b. Choose punctuation for effect.		■	■	■	■	■	■	■
L.5.1d. Recognize and correct inappropriate shifts in verb tense.			■	■	■	■	■	■
L.5.2a. Use punctuation to separate items in a series.†			■	■	■	■		
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.				■	■	■	■	■
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).				■	■	■	■	■
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.				■	■	■	■	■
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.				■	■	■	■	■
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡				■	■	■	■	
L.6.3b. Maintain consistency in style and tone.				■	■	■	■	■
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.					■	■	■	■
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.					■	■	■	■
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.						■	■	■
L.9–10.1a. Use parallel structure.							■	■

* Subsumed by L.7.3a
† Subsumed by L.9–10.1a
‡ Subsumed by L.11–12.3a

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

Measuring Text Complexity: Three Factors

Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for 6–12

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

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

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

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

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B for excerpts of these and other 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.

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

6–12

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 the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

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

Craft and Structure

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

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) 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.*

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. Read and comprehend complex literary and informational texts independently and proficiently.

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

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

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

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

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

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

College and Career Readiness Anchor Standards for Writing

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

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 real or imagined experiences or events using effective technique, well-chosen details and well-structured event 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, including the Internet, 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. 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, 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.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

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.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

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

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:

Text Types and Purposes

1. Write arguments focused on *discipline-specific content*. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 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 to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	**1.** Write arguments focused on *discipline-specific content*. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.	**1.** Write arguments focused on *discipline-specific content*. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims 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 in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes (continued)		
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	**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 formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. 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 formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	**2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, 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 formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures 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; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
3. (See note; not applicable as a separate requirement)	**3.** (See note; not applicable as a separate requirement)	**3.** (See note; not applicable as a separate requirement)

Note: Students' narrative skills continue to grow in these grades. The 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 and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	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.	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. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.
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.	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.	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.

Application of the Common Core State Standards for English Language Learners and Student s with Disabilities

English Language Learners

The National Governors Association Center for Best Practices and the Council of Chief State School Officers strongly believe that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English language learners (ELLs). However, these students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge. ELLs are a heterogeneous group with differences in ethnic background, first language, socioeconomic status, quality of prior schooling, and levels of English language proficiency.

Effectively educating these students requires diagnosing each student instructionally, adjusting instruction accordingly, and closely monitoring student progress. For example, ELLs who are literate in a first language that shares cognates with English can apply first-language vocabulary knowledge when reading in English; likewise ELLs with high levels of schooling can often bring to bear conceptual knowledge developed in their first language when reading in English. However, ELLs with limited or interrupted schooling will need to acquire background knowledge prerequisite to educational tasks at hand. Additionally, the development of native like proficiency in English takes many years and will not be achieved by all ELLs especially if they start schooling in the US in the later grades. Teachers should recognize that it is possible to achieve the standards for reading and literature, writing & research, language development and speaking & listening without manifesting native-like control of conventions and vocabulary.

The Common Core State Standards for English language arts (ELA) articulate rigorous grade-level expectations in the areas of speaking, listening, reading, and writing to prepare all students to be college and career ready, including English language learners. Second-language learners also will benefit from instruction about how to negotiate situations outside of those settings so they are able to participate on equal footing with native speakers in all aspects of social, economic, and civic endeavors.

ELLs bring with them many resources that enhance their education and can serve as resources for schools and society. Many ELLs have first language and literacy knowledge and skills that boost their acquisition of language and literacy in a second language; additionally, they bring an array of talents and cultural practices and perspectives that enrich our schools and society. Teachers must build on this enormous reservoir of talent and provide those students who need it with additional time and appropriate instructional support. This includes language proficiency standards that teachers can use in conjunction with the ELA standards to assist ELLs in becoming proficient and literate in English. To help ELLs meet high academic standards in language arts it is essential that they have access to:

- Teachers and personnel at the school and district levels who are well prepared and qualified to support ELLs while taking advantage of the many strengths and skills they bring to the classroom;
- Literacy-rich school environments where students are immersed in a variety of language experiences;
- Instruction that develops foundational skills in English and enables ELLs to participate fully in grade-level coursework;
- Coursework that prepares ELLs for postsecondary education or the workplace, yet is made comprehensible for students learning content in a second language (through specific pedagogical techniques and additional resources);
- Opportunities for classroom discourse and interaction that are well-designed to enable ELLs to develop communicative strengths in language arts;
- Ongoing assessment and feedback to guide learning; and
- Speakers of English who know the language well enough to provide ELLs with models and support.

Students with Disabilities

The Common Core State Standards articulate rigorous grade-level expectations in the areas of mathematics and English language arts.. These standards identify the knowledge and skills students need in order to be successful in college and careers. Students with disabilities – students eligible under the Individuals with Disabilities Education Act (IDEA) – must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. These common standards provide an historic 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 mathematics and English language arts (ELA) standards for all students, including those with disabilities.

Students with disabilities are a heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their abilities to benefit from general education (IDEA 34 CFR §300.39, 2004). Therefore, *how* these high standards are taught and assessed is of the utmost importance in reaching this diverse group of students. In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking and listening (English language arts), their instruction must incorporate supports and accommodations, including:
supports and related services designed to meet the unique needs of these students and to enable
their access to the general education curriculum (IDEA 34 CFR §300.34, 2004).

- An Individualized Education Program (IEP)1 which includes annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.
- Teachers and specialized instructional support personnel who are prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services.

Promoting a culture of high expectations for all students is a fundamental goal of the Common Core State Standards. In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as:
- Instructional supports for learning based on the principles of Universal Design for Learning (UDL), which foster student engagement by presenting information in multiple ways and
- allowing for diverse avenues of action and expression.

According to IDEA, an IEP includes appropriate accommodations that are necessary to measure the individual achievement and functional performance of a child

UDL is defined 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
• Instructional accommodations (Thompson, Morse, Sharpe & Hall, 2005)   changes in materials or procedures   which do not change the standards but allow students to learn within the framework of the Common Core.
• Assistive technology devices and services to ensure access to the general education curriculum and the Common Core State Standards.

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

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A Note on International Sources for the Standards

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

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

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

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

Glossary of Terms*

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

Adjective   A word that describes somebody or something. *Old, white, busy, careful,* and *horrible* are all adjectives. Adjectives either come before a noun, or after linking verbs (*be, seem, look).* See **Adverb, Noun, Verb, Adjectival phrase**

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

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

Allegory   A story in which people, things, and actions represent an idea or generalization about life; allegories often have a strong moral or lesson. See **Symbol, Symbolism**

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

Allusion   A reference in literature, or in visual or performing arts, to a familiar person, place, thing, or event. Allusions to biblical figures and figures from classical mythology are common in Western literature.

Archetype   An image, a descriptive detail, a plot pattern, or a character type that occurs frequently in literature, myth, religion, or folklore and is, therefore, believed to evoke profound emotions.

Argumentation   A speech or writing intended to convince by establishing truth. Most argumentation begins with a statement of an idea or opinion, which is then supported with logical evidence. Another technique of argumentation is the anticipation and rebuttal of opposing views. See **Persuasion, Persuasive writing**

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

Assonance   The repetition of vowel sounds without the repetition of consonants. For example, *lake* and *fake.* See **Consonance**

Ballad   A poem in verse form that tells a story. See **Poetry, Refrain**

* Massachusetts addition to the Common Core State Standards; this glossary also includes terms in the Common Core State Standards glossary
Character   A person who takes part in the action of a story, novel, or a play. Sometimes characters can be animals or imaginary creatures, such as Emergent reader texts – Texts consisting of short sentences comprised of learned sight words and CVC words; may

also include rebuses to represent words that cannot yet be decoded or recognized; see also *rebus*

Characterization/Character development   The method a writer uses to develop characters. There are four basic methods: (a) a writer may describe a character's physical appearance; (b) a character's nature may be revealed through his/her own speech, thoughts, feelings, or actions; (c) the speech, thoughts, feelings, or actions of other characters can be used to develop a character; and (d) the narrator can make direct comments about a character.

Chorus   In ancient Greece, the groups of dancers and singers who participated in religious festivals and dramatic performances. In poetry, the refrain. See also **Refrain.**

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

Cliché   A trite or stereotyped phrase or expression. A hackneyed theme, plot, or situation in fiction or drama. For example, '*it rained cats and dogs.'*

Climax   The high point, or turning point, in a story—usually the most intense point near the end of a story. See **Plot, Conflict, Rising action, Resolution**

Cognates   Words having a common linguistic origin. For example, *café* and *coffee* derive from the Turkish, *kahve.*

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

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

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

Controlling image   A single image or comparison that extends throughout a literary work and shapes its meaning. See **Extended metaphor, Metaphor**

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

Denouement   See **Resolution**

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

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

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

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

Digraph   Two successive letters that make a single sound. For example, the *ea* in *bread*, or 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*.

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

Domain-specific words and phrases   Vocabulary specific to a particular field of study (domain; in the Standards, *domain-specific words and phrases* are analogous to Tier Three words (see Language standards).

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

Editing   A part of writing and preparing presentations concerned chiefly with improving the clarity, organization, concision, and correctness of expression relative to task, purpose, and audience. Editing often involves replacing or deleting words, phrases, and sentences that sound awkward or confusing and correcting errors in spelling, usage, **mechanics, and** grammar. Compared to *revising*, editing is a smaller-scale activity often associated with surface aspects of a text; see also *Revising, Rewriting*

Emergent reader texts   Texts consisting of short sentences comprised of learned sight words and CVC words; may also include rebuses to represent words that cannot yet be decoded or recognized; see also *Rebus*

Epic   A long narrative that tells of the deeds and adventures of a hero or heroine. See **Poetry, Hero/Heroine**

Epigraph   A quotation on the title page of a book or a motto heading a section of a work, suggesting what the theme or central idea will be.

Epithet   An adjective or phrase used to express the characteristic of a person or thing in poetry. For example, *'rosy-fingered dawn.'*

Essay   A brief work of nonfiction that offers an opinion on a subject. The purpose of an essay may be to express ideas and feelings, to analyze, to inform, to entertain, or to persuade. An essay can be formal, with thorough, serious, and highly organized content, or informal, with a humorous or personal tone and less rigid structure. See **Exposition, Non-narrative nonfiction**

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

Exposition/Expository text/Explanatory Text   Writing that is intended to make clear or to explain something using one or more of the following methods: identification, definition, classification, illustration, comparison, and analysis. In a play or a novel, exposition is that portion that helps the reader to understand the background or situation in which the work is set. See **Description, Narration, Persuasion**

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

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

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

Falling action   In the plot of a story, the action that occurs after the climax. During the falling action conflicts are resolved and mysteries are solved. See **Narration, Exposition, Rising action, Climax, Resolution**

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

Figurative language   Language that communicates ideas beyond the ordinary or literal meaning of the words. See **Simile, Metaphor, Personification, Hyperbole**

Figure of speech   Literary device used to create a special effect or feeling, often by making some type of comparison. See **Hyperbole, Metaphor, Simile, Understatement**

Fluency   Automatic word recognition, rapid decoding, and checking for meaning.

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

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

Foreshadowing   A writer's use of hints or clues to indicate events that will occur in a story. Foreshadowing creates suspense and at the same time prepares the reader for what is to come.

Formal English   See *standard English*

General academic words and phrases   Vocabulary common to written texts but not commonly a part of speech; in the Standards, *general academic words and phrases* are analogous to Tier Two words and phrases. See the Language Standards.

Genre   A category of literature. The main literary genres are fiction, nonfiction, poetry, and drama.

Gerund   A verb form that ends in –ing and is used as a noun. For example, *'Cooking is an art.'*

Grammar   The study of the structure and features of a language. Grammar usually consists of rules and standards that are to be followed to produce acceptable writing and speaking.

Hero/Heroine   A mythological or legendary figure often of divine descent who is endowed with great strength or ability. The word is often broadly applied to the principal male or female character in a literary or dramatic work. See **Protagonist**

Heroic couplet   Two rhyming lines written in iambic pentameter. The term "heroic" comes from the fact that English poems having heroic themes and elevated style have often been written in iambic pentameter. See **Iambic pentameter, Poetry, Meter**

Homograph   One of two or more words spelled alike but different in meaning and derivation or pronunciation. For example, the noun *conduct* and the verb *conduct* are homographs. See **Homonym, Homophone**

Homonym   One of two or more words spelled and pronounced alike but different in meaning. For example, the noun *quail* and the verb *quail.* See **Homograph, Homophone**

Homophone   One of two or more words pronounced alike but different in meaning or derivation or spelling. For example, the words *to, too,* and *two*. See **Homonym, Homograph**

Hyperbole   An intentional exaggeration for emphasis or comic effect.

Iambic pentameter   A metrical line of five feet or units, each made up of an unstressed then a stressed syllable. For example, *'I have thee not, and yet I see thee still.'* (Macbeth, II.1.44) See **Meter, Poetry**

Idiom   A phrase or expression that means something different from what the words actually say. An idiom is usually understandable to a particular group of people. For example, using '*over his head*' for '*doesn't understand.*'

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

Imaginative/Literary text   Fictional writing in story, dramatic, or poetic form. See **Informational/Expository text**

Improvisation   A work or performance that is done on the spur of the moment, without conscious preparation or preliminary drafts or rehearsals. See **Drama**

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

Independent(ly)   A description of a student performance done without *scaffolding* from a teacher, other adult, or peer; in the Standards, often paired with *proficient(ly)* to suggest a successful student performance done without *scaffolding*; in the Reading standards, the act of reading a text without scaffolding, as in an assessment; see also **Proficient(ly), Scaffolding**

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

Informational/Expository text   Nonfiction writing in narrative or non-narrative form that is intended to inform. See **Imaginative/Literary text**

Internal rhyme   Rhyme that occurs within a single line of poetry. For example, in the opening line of Eliot's *Gerontion, 'Here I am, an old man in a dry month,'* internal rhyme exists between *'an'* and *'man'* and between *'I'* and *'dry'*. See **Rhyme, Poetry**

Irony   The contrast between expectation and reality. This incongruity has the effect of surprising the reader or viewer. Techniques of irony include hyperbole, understatement, and sarcasm.
See **Hyperbole, Understatement**

Jargon   Language used in a certain profession or by a particular group of people. Jargon is usually technical or abbreviated and difficult for people not in the profession to understand.

Literacy   The ability to read, write, speak, and understand words.

Main character   See **Protagonist**

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

Metaphor   A figure of speech that makes a comparison between two things that are basically different but have something in common. Unlike a simile, a metaphor does not contain the words *like* or *as*. For example, in the *evening of life.* See **Figurative language, Figure of speech, Simile**

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

Monologue   See **Soliloquy**

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

More sustained research project   An investigation intended to address a relatively expansive query using several sources over an extended period of time, as in a few weeks of instructional time.

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

Myth   A traditional story passed down through generations that explains why the world is the way it is. Myths are essentially religious, because they present supernatural events and beings and articulate the values and beliefs of a cultural group.

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

Narrator   The person or voice telling the story. The narrator can be a character in the story or a voice outside the action. See **Point of view**

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

Non-narrative nonfiction   Nonfiction written to inform, explain, or persuade that does not use narrative structure to achieve its purpose.

Noun   A word that is the class name of something: a person, place, thing, or idea. See **Adjective, Adverb, Verb**

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

Onomatopoeia   The use of a word whose sound suggests its meaning, as in *clang, buzz, twang.*

Onset   The part of the syllable that precedes the vowel. For example, */h/* in *hop,* and */sk/* in *scotch.* Some syllables have no onset, as in *un* or *on.* See **Rime**

Oral   Pertaining to spoken words. See **Verbal**

Overstatement   See Hyperbole

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

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

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

Parody   Imitates or mocks another work or type of literature. Like a caricature in art, parody in literature mimics a subject or a style. Its purpose may be to ridicule, to broaden understanding of, or to add insight to the original work.

Participle   A verb form ending in –ing or –ed. A participle functions like a verb because it can take an object; a participle functions like an adjective because it can modify a noun or pronoun. For example, in *a glowing coal* and *a beaten dog*, *glowing* and *beaten* are participles.

Pastoral   A poem presenting shepherds in rural settings, usually in an idealized manner. The language and form are artificial. The supposedly simple, rustic characters tend to use formal, courtly speech, and the meters and rhyme schemes are characteristic of formal poetry.
See **Poetry, Epic**

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

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

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

Phonemic awareness/Phonological awareness   Awareness that spoken language consists of a sequence of phonemes. This awareness is demonstrated, for example, in the ability to generate rhyme and alliteration, and in segmenting and blending component sounds.
See **Phoneme, Phonics**

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

Phonetic   Representing the sounds of speech with a set of distinct symbols, each denoting a single sound. See **Phonics**

Phonics   The study of sounds. The use of elementary phonetics in the teaching of reading.
See **Phonetic**

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

Plot   The action or sequence of events in a story. Plot is usually a series of related incidents that builds and grows as the story develops. There are five basic elements in a plot line:
(a) *exposition;* (b) *rising action;* (c) *climax;* (d) *falling action;* and (e) *resolution or denouement.*
See **Climax, Conflict, Exposition, Falling action, Resolution, Rising action**

Poetry   An imaginative response to experience reflecting a keen awareness of language. Its first characteristic is rhythm, marked by regularity far surpassing that of prose. Poetry's rhyme affords an obvious difference from prose. Because poetry is relatively short, it is likely to be characterized by compactness and intense unity. Poetry insists on the specific and the concrete. See **Prose, Meter**

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

Prefix   A word part that is added to the beginning of a base word that changes the sense or meaning of the root or base word. For example, *re-,*
 dis-, com- are prefixes. See **Suffix, Root**

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

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

Prose   Writing or speaking in the usual or ordinary form. Prose becomes poetic when it takes on rhythm and rhyme. See **Poetry**

Protagonist   The main character or hero of a story. See **Hero/Heroine**

Pun   A joke that comes from a play on words. It can make use of a word's multiple meanings or a word's rhyme.

Rebus   A mode of expressing words and phrases by using pictures of objects whose names resemble those words

Refrain   One or more words repeated at intervals in a poem, usually at the end of a stanza, such as the last line of each stanza in a ballad. Used to present different moods or ideas, as in Poe's, *'Nevermore'.* See also **Chorus.**

Resolution   Also called *denouement,* the portion of a play or story where the problem is solved. The resolution comes after the climax and falling action and is intended to bring the story to a satisfactory end.

Revising   A part of writing and preparing presentations concerned chiefly with a reconsideration and reworking of the content of a text relative to task, purpose, and audience; compared to *editing*, a larger-scale activity often associated with the overall content and structure of a text; see also **Editing, Rewriting**

Rewriting A part of writing and preparing presentations that involves largely or wholly replacing a previous, unsatisfactory effort with a new effort, better aligned to task, purpose, and audience, on the same or a similar topic or theme; compared to *revising*, a larger-scale activity more akin to replacement than refinement; see also **Editing, Revising**

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

Rhyme scheme   In poetry, the pattern in which rhyme sounds occur in a stanza. Rhyme schemes, for the purpose of analysis, are usually presented by the assignment of the same letter of the alphabet to each similar sound in the stanza. The pattern of a Spenserian stanza is *ababbcbcc.*

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

Rime   The vowel and any consonants that follow it. For example, in *scotch,* the rime is */och/.* See **Onset**

Rising action   The events in a story that move the plot forward. Rising action involves conflicts and complications, and builds toward the climax of the story. See, **Conflict, Climax, Exposition, Falling action**

Root (Root word)   A word or word element to which prefixes and suffixes may be added to make other words. For example, to the root *graph*, the prefix *di-* and the suffix *–ic* can be added to create the word, *digraphic.* See **Prefix, Suffix**

Rubric   An authentic (close to real world) assessment tool for making scoring decisions; a printed set of guidelines that distinguishes performances or products of different quality. See **Scoring guide**

Rule of three   (See Learning Standard 16.8)The number three (3) recurs especially in folk literature and fairy tales. For example, *three characters, three tasks, repetition of an event three times.*

Satire   A literary technique in which ideas, customs, behaviors, or institutions are ridiculed for the purpose of improving society. Satire may be gently witty, mildly abrasive, or bitterly critical and often uses exaggeration for effect.

Scaffolding   Temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own later on. Though Vygotsky himself does not use the term *scaffolding*, the educational meaning of the term relates closely to his concept of the zone of proximal development. See L. S. Vygotsky (1978). *Mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press

Scoring guide   List of criteria for evaluating student work. See **Rubric**

Script   The text of a play, motion picture, radio broadcast, or prepared speech that includes dialogue and stage directions.

Sensory detail   See **Imagery, Style**

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

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

Short research project   An investigation intended to address a narrowly tailored query in a brief period of time, as in a few class periods or a week of instructional time

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

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

Soliloquy   A speech in a dramatic work in which a character speaks his or her thoughts aloud. Usually the character is on the stage alone, not speaking to other characters and perhaps not even consciously addressing the audience. (If there are other characters on the stage, they are ignored temporarily.) The purpose of a soliloquy is to reveal a character's inner thoughts, feelings, and plans to the audience.

Sonnet   A poem consisting of fourteen lines of iambic pentameter. See **Iambic pentameter, Poetry**

Source   A text used largely for informational purposes, as in research; see also **Text.**

Standard English   In the Standards, the most widely accepted and understood form of expression in English in the United States; used in the Standards to refer to formal English writing and speaking; the particular focus of Language standards 1 and 2. See **Standard English conventions,   Standard written English.**

Standard English conventions   The widely accepted practices in English punctuation, grammar, usage, and spelling that are taught in schools and employed by educated speakers and writers. See **Standard written English**

Standard written English   The variety of English used in public communication, particularly in writing. It is the form taught in schools and used by educated speakers. It is not limited to a particular region and can be spoken with any accent. See **Standard English conventions**

Stanza   A recurring grouping of two or more verse lines in terms of length, metrical form, and, often, rhyme scheme. See **Poetry, Rhyme scheme, Verse**

Style   The particular way a piece of literature is written. Not only what is said but how it is said, style is the writer's unique way of communicating ideas. Elements contributing to style include word choice, sentence length, tone, figurative language, and use of dialogue. See **Diction, Imagery, Tone**

Subordinate (dependent) clause   A clause that does not present a complete thought and cannot stand alone as a sentence. For example, *'The boy went home from school <u>because he was sick.'</u>* See **Independent clause, Sentence**

Suffix   A word part that is added to the ending of a root word and establishes the part of speech of that word. For example, the suffix *-ly* added to *immediate,* a noun, creates the word, *immediately*, an adverb or adjective. See also **Prefix, Root**

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

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

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

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

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

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

Text complexity   The inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables; in the Standards, a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations. See Appendix A for a larger discussion of text complexity.

Text complexity band   A range of text difficulty corresponding to grade spans within the Standards; specifically, the spans from grades 2–3, grades 4–5, grades 6–8, grades 9–10, and grades 11–CCR (college and career readiness).

Textual evidence   See **Evidence.**

Theme   A central idea or abstract concept that is made concrete through representation in person, action, and image. No proper theme is simply a subject or an activity. Like a thesis, theme implies a subject and predicate of some kind—not just *vice* for instance, but some such proposition as, *"Vice seems more interesting than virtue but turns out to be destructive."* Sometimes the theme is directly stated in the work, and sometimes it is given indirectly. There may be more than one theme in a given work. See **Main idea, Thesis, Moral**

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

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

Topic   The meaning a literary work refers to, stated in a phrase or word. For example, in Flaubert's *Madame Bovary,* the topic is "dissatisfaction with reality." See **Theme**

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

Transformation   (See Learning Standard 16.8)The change of a character in appearance or form by magic. For example, Cinderella was transformed by her godmother after midnight.

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

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

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

Verbal   A word that is derived from a verb and has the power of a verb, but acts like another part of speech. Like a verb, a verbal may take an object, a modifier, and sometimes a subject; but unlike a verb, a verbal functions like a noun, an adjective, or an adverb. Three types of verbals are gerunds, infinitives, and participles. Also, pertaining to words, either written or spoken. See **Oral**

Verse   A unit of poetry such as a stanza or line. See **Poetry, Stanza**

Voice   Indicates whether the subject is acting or being acted upon. Active voice indicates that the subject is acting—doing something. (Benjamin Franklin discovered the secrets of electricity.) Passive voice indicates that the subject is being acted upon (The secrets of electricity were discovered by Benjamin Franklin). Also, a writer's unique use of language that allows a reader to perceive a human personality in his or her writing. The elements of style that determine a writer's voice include sentence structure, diction, and tone. The term can also be applied to the narrator of a selection. See **Diction, Tone**

With prompting and support/with (some) guidance and support See S**caffolding.**

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

All American students should acquire knowledge of a range of literary works reflecting a common literary heritage that goes back thousands of years to the ancient world. In addition, all students should become familiar with some of the outstanding works in the rich body of literature that is their particular heritage in the English-speaking world. This includes the first literature in the world created just for children—its authors viewing childhood as a special period in life. The suggestions below constitute a core list of those authors, illustrators, or works that comprise the literary and intellectual capital drawn on by those who write in English, whether for novels, poems, nonfiction, newspapers, or public speeches, in this country or elsewhere. A second list includes many more suggested contemporary authors, illustrators, and works from around the world, including the many excellent writers and illustrators of children's books of recent years.

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 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 the grade spans of PreK–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.

Pre-k-8 selections have been reviewed by the editors of the *Horn Book Magazine*.

*Massachusetts addition to the Common Core State Standards

Grades Pre-K–2

Traditional literature and poetry for reading, listening, and viewing			
Aesop's fables Rudyard Kipling's *Just So Stories*	Selected Grimm and Hans Christian Andersen fairy tales Selected French fairy tales	**Poetry:** Mother Goose nursery rhymes John Ciardi Rachel Field David McCord A.A. Milne Christina Rossetti	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

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 Theodore Geisel (Dr. Seuss) Kate Greenaway Shirley Hughes Crockett Johnson Ruth Kraus	Robert Lawson Munro Leaf Else Holmelund Minarik Robert McCloskey A. A. Milne William Pène du Bois	Beatrix Potter Alice and Martin Provensen H. A. and Margaret Rey Maurice Sendak

Grades 3-4, in addition to the 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 listed above and: Adam and Eve, Cain and Abel, David and Jonathan, the Prodigal Son, the visit of the Magi, well-known psalms (e.g., 23, 24, 46, 92, 121, and 150)

American Authors and Illustrators			
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			
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 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 Natalie Babbitt L. Frank Baum Nathaniel Benchley Carol Ryrie Brink Elizabeth Coatsworth	Esther Forbes Paula Fox Jean Craighead George Virginia Hamilton Bret Harte O. Henry Washington Irving	Jack London L.M. Montgomery Sterling North Scott O'Dell Edgar Allen Poe Howard Pyle Marjorie Kinnan Rawlings	Elizabeth Speare Booth Tarkington James Thurber Mark Twain E. B. White Laura Ingalls Wilder 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 Johanna Spyri Robert Louis Stevenson 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 rereading of Greek mythology	Classical Greek drama: Aeschylus Sophocles Euripides	Substantial selections from epic poetry: Homer's *Odyssey* and *Iliad* Virgil's *Aeneid*	*Genesis,* Ten Commandments, selected psalms and proverbs, *Job,* Sermon on the Mount, selected parables

American Literature: Historical Documents of Literary and Philosophical Significance
For additional selections, See the Massachusetts History and Social Science Curriculum Framework

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) 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's inaugural speech (1961) Martin Luther King Jr.: "Letter from Birmingham City Jail" (1963), "I Have a Dream" (1963) speech Lyndon Johnson, speech to Congress on voting rights (1965)

18th and 19th century: American Memoirs, Essays, Poetry, and Fiction

Memoirs	Essays	Poetry	Fiction
Frederick Douglass Olauduh Equiano Benjamin Franklin Harriet Jacobs	Jonathan Edwards Ralph Waldo Emerson Thomas Jefferson Thomas Paine Mark Twain Henry David Thoreau	Emily Dickinson Paul Laurence Dunbar Henry Wadsworth Longfellow Edgar Allen Poe Phillis Wheatley Walt Whitman	James Fenimore Cooper Stephen Crane Nathaniel Hawthorne Henry James Herman Melville Edgar Allen Poe

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

20th century to about 1970: American Memoirs, Essays, Poetry, Drama, and Fiction

Memoirs	Poetry	Fiction	Fiction
Memoirs and other works about the European, South and East Asian, Caribbean, Central American, and South American immigrant experience (Ole Rolvaag, Younghill Kang, Abraham Cahan) Richard Wright	Elizabeth Bishop	James Agee	Sarah Orne Jewett
	Countee Cullen	James Baldwin	James Weldon Johnson
	Arna Bontemps	Ray Bradbury	Harper Lee
	e.e. cummings	Raymond Carver	Flannery O'Connor
	Richard Eberhart	Willa Cather	J. D. Salinger
	Robert Frost	Kate Chopin	William Saroyan
	T. S. Eliot	Ralph Ellison	John Steinbeck
	Robinson Jeffers	William Faulkner	James Thurber
Essays	Amy Lowell	Jessie Fauset	Jean Toomer
Henry Adams	Robert Lowell	F. Scott Fitzgerald	Edith Wharton
Ambrose Bierce	Edgar Lee Masters	Charlotte Gilman	
W. E. B. DuBois	Edna St. Vincent Millay	Ernest Hemingway	**Drama**
Richard Hofstadter	Marianne Moore`	O. Henry	Carson McCullers
Langston Hughes	Sylvia Plath	Zora Neale Hurston	Lorraine Hansberry
H. L. Mencken	Ezra Pound		Lillian Hellman
Eleanor Roosevelt	John Crowe Ransom		Arthur Miller
Franklin D. Roosevelt	Edward Arlington Robinson		Eugene O'Neill
Gertrude Stein	Theodore Roethke		Thornton Wilder
Booker T. Washington	Wallace Stevens		Tennessee Williams
E. B. White	Alan Tate		August Wilson
	Sara Teasdale		
	William Carlos WIlliams		

British and European Literature: Drama

Bertolt Brecht	Carlo Goldoni	Luigi Pirandello	John Millington Synge
Calderón	Henrik Ibsen	Racine	George Bernard Shaw
Anton Chekhov	Molière	William Shakespeare	Oscar Wilde
William Congreve			

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

British and European Literature: Poetry			
Selections from Chaucer's *Canterbury Tales*	**Romantic poetry**:	**Victorian poetry:**	**Twentieth century poetry**:
Epic poetry:	William Blake	Matthew Arnold	W. H. Auden
Dante, John Milton	Lord Byron	Elizabeth Barrett Browning	A. E. Houseman
Sonnets:	Samuel Taylor Coleridge	Robert Browning	Dylan Thomas
William Shakespeare, John Milton	John Keats	Dante Gabriel Rossetti	William Butler Yeats
Edmund Spenser	Percy Bysshe Shelley	Alfred Lord Tennyson	
Metaphysical poetry:	William Wordsworth		
John Donne, George Herbert			
Andrew Marvell			

British and European Literature: Essays			
Joseph Addison	Diderot and other	George Orwell	Jonathan Swift
Sir Francis Bacon	Encyclopédistes	Jean Jaques Rousseau	Voltaire
Charles Darwin	Samuel Johnson in "The Rambler"	John Ruskin	Leonard Woolf
	Charles Lamb		

British and European Literature: Fiction			
Selections from an early novel:	Selections from	**19th century novelists:**	**20th century novelists:**
Miguel de Cervantes' *Don Quixote*	John Bunyan's allegory, *Pilgrim's Progress*	Jane Austen	Albert Camus
Henry Fielding's *Joseph Andrews*	Satire, or mock epic, verse or prose:	Emily Bronte	André Gide
Oliver Goldsmith's *The Vicar of Wakefield*	Lord Byron	Joseph Conrad	James Joyce
	Alexander Pope	Charles Dickens	Franz Kafka
	Jonathan Swift	Fyodor Dostoyevsky	D. H. Lawrence
		George Eliot	George Orwell
		Thomas Hardy	Jean Paul Sartre
		Victor Hugo	Virginia Woolf
		Mary Shelley	
		Leo Tolstoy	

Suggested Contemporary Authors and Illustrators

Suggested Authors in World Literature*

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

As they choose works for class reading or suggest books for independent reading, teachers should ensure that their students are both engaged and appropriately challenged by their selections. The lists following are organized by grade clusters PreK–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 non-fiction for very young children, for those 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
   ALA Notable Books
   Sibert Medal (informational books)
   Geisel Awards (easy readers)
   Pura Belpre Award (Latino experience)
   Coretta Scott King Awards (African American experience)
   The Boston Globe-Horn Book Awards
   Scott O'Dell Award for Historical Fiction (American)

Note: This section is currently under review

Massachusetts addition to the Common Core State Standards

Pre-Kindergarten to Grade 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, poetry: Africa)*
John Burningham *(realistic fiction, fantasy)*
Eric Carle *(fiction: animals —Very Hungry Caterpillar)*
Lucille Clifton *(poetry)*
Barbara Cooney *(multigenre;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)*
Bob Graham *(fiction)*
Eloise Greenfield *(multi-genre, including poetry)*
Mini Grey *(fiction)*
Helen Griffith *(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)*
Ezra Jack Keats *(fiction)*
Holly Keller *(realistic fiction)*
Steven Kellogg *(fiction)*
Betsy Lewin *(fiction)*
Leo Lionni *(fiction: animal; also easy readers — Frog and Toad))*
Arnold Lobel *(fiction: animal)*
Gerald McDermott *(folklore)*
Patricia McKissack *(multi-genre, including multicultural folktales, realistic sorites)*
Kate and Jim McMullan *(fiction; humor)*
James Marshall *(fiction, folktales, easy readers)*

Bill Martin, Jr. *(fiction)*
Emily Arnold McCully *(mutli-genre, including historical fiction)*
David McPhail *(fiction)*
Susan Meddaugh *(fiction, cincluding Martha Speaks)*
Else Holmelund Minarik *(fiction, easy*
Lynne Rae Perkins *(fiction, family stories)*
Jerry Pinkney *(multi-genre, including multicultural folklore)*
Patricia Polacco *(fiction, multicultural family stories)*
Chris Raschka *(fiction)*
Peggy Rathmann *(fiction: humor)*
Faith Ringgold *(fiction, including multicultural family stories)*
Glen Rounds *(fiction: West)*
Cynthia Rylant *(poetry, fiction, including easy readers: Henry and Mudge)*
Allen Say *(fiction, multicultural historical fiction)*
Alice Schertle *(poetry)*
Amy Schwartz *(fiction)*
Martha Sewall *(multi-genre, fiction)*
Maurice Sendak *(fiction, folktale, illustrator)*

David Shannon *(fiction — the David books)*
Marjorie Sharmat *(fiction:easy readers — Nate the Great)*
Uri Shulevitz *(multi-genre, including folklore)*
Judy Sierra *(fiction, poetry, folktale)*
Marilyn Singer *(multi-genre, including poetry)*
Peter Sis *(fiction)*
William Steig *(fiction)*
John Steptoe *(fiction, including multicultural folklore and family stories)*
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 Lee *(fiction, easy readers)*
Jane Yole n *(multi-genre)*
Ed Young *(folktales)*
Paul Zelinsky *(multi-genre, inclusing folklore and tall tales; illustrator)*
Margot and Harve Zemach *(folktales)*
Charlotte Zolotow *(realistic fiction)*

Pre-Kindergarten to Grade 2

Multi-genre and Informational texts

Aliki *(informational: science and history; concepts)*
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 Schoolbus)*

Floyd Cooper *(multi-genre, illustrator)*
Donald Crews *(multi-genre, including concept books, multicultural family stories))*
Ed Emberly *(multi-genre)*
Michael Emberly *(multi-genre)*
Brian Floca *(informational)*
Mordecai Gerstein *(multi-genre)*
Gail Gibbons *(informational: science and history)*

Eloise Greenfield *(multi-genre)*
Tana Hoban *(concept books; photography)*
G. Brian Karas *(multi-genre; illustrator)*
Margaret Miller *(concept books ; photography)*
Patricia McKissack *(informational)*
Kadir Nelson *(multi-genre, multicultural history and biography)*
Jerry Pinkney *(informational: Africa)*
James Ransome *(multi-genre, including multicultural 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 Pre-Kindergarten to Grade 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 (realistic fiction – 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 fiction, fantasy, adventure)
Walter Farley (fiction: horses)
John Fitzgerald (historical fiction: Great Brain)
Sid Fleischman (fiction: humorous)
Mem Fox (fiction)

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 (realistic chapter books – Owen Foote, Sophie Hartley)
Nikki Grimes (realistic, multicultural)
Jesse Haas (realistic fiction – 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 (graphic novel chapter books – Baby Mouse)
Kimberly Willis Holt (chapter books – Piper Reed)
Lee Bennet Hopkins (poetry)

X. J. Kennedy (poetry)
Jessica Scott Kerrin (chapter books – Martin Bridge)
Jeff Kinney (realistic fiction, cartoon)
Kate Klise (fiction, humor)
Jane Langton (fiction: fantasy)
Julius Lesester (multi-genre, including multicultural folklore)
Grace Lin (realistic fiction/fantasy – multicultural)
Lenore Look (chapter books, multicultural)
Patricia MacLachlan (fiction: historical)
Ann Martin (realistic fiction; fantasy – Doll People)
Megan McDonald (chapter books – Judy Moody)
Claudia Milla (realistic fiction – Gus easy readers, chapter books)
Barbara O'Connor (realistic fiction – Southern humor)

Sarah Pennypacker (chapter books – Clementine)
Daniel Pinkwater (fiction: humorous)
Jack Prelutsky (poetry, humorous)
Ken Roberts (realistic fiction, humorous)
Louis Sachar (fiction, humorous)
Barbara Seuling (chapter books – Robert)
Alvin Schwartz (short stories: suspense, horror)
John Scieszka (fiction: humorous, adventure)
Brian Selznick (fiction)
Joyce Sidman (poetry)
Shel Silverstein (poetry)
Mildred Taylor (fiction: historical)
Carol Boston Weatherford (multicultural historical fiction)
Gloria Whelan (historical fiction)
Janet Wong (poetry)
Lisa Yee (chapter books)

Multigenre and Informational texts

Raymond Bial (informational; photo-essays)
Don Brown (informational, biography, history)
Jean Fritz (nonfiction: autobiography)

Deborah Hopkinson (informational, history)
Johanna Hurwitz (multi-genre)
Stteve Jenkins (informational, science)
Peg Kehret (multi-genre)

Barbara Kerley (informational, biography)
Kathleen Krull (informational, biogrpahy)
Patricia Lauber (informational: science, social studies)

David Macaulay (informational: social studies and 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 Pre-Kindergarten to Grade 4 selections

Fiction, Poetry

David Almond *(fantasy, realistic fiction)*

Laurie Halse Anderson *(historical fiction)*

M. T. Anderson *(comic fiction, historical fiction)*

Avi *(historical fiction)*

Joan Bauer *(realistic fiction)*

Jean P. Birdsall *(realistic fiction)*

Nancy Bond *(fiction: fantasy)*

Bruce Brooks *(realistic fiction)*

Jennifer Choldenko *(mysteries)*

John Christopher (science fiction)

James and Christopher Collier *(fiction: historical)*

Suzanne Collins *(fantasy, science fiction)*

Susan Cooper *(fantasy)*

Eoin Colfer *(fantasy, science fiction)*

Leslie Connor *(realistic fiction)*

Frank Boyce Cottrell *(comic fiction)*

Bruce Coville *(fiction: fantasy)*

Sharon Creech *(realistic fiction)*

Christopher Paul Curtis *(historical fiction)*

Karen Cushman *(historical fiction)*

Cynthia DeFelice *(historical fiction, mysteries)*

Frances O'Roark Dowell *(realistic fiction)*

Jean DuPrau (science fiction)

Maurguerite Engle *(historical fiction, poetry)*

Louise Erdrich *(historical fiction)*

Nancy Farmer *(fantasy)*

Fitzhugh *(realistic fiction)*

Paul Fleischman *(poetry, fiction)*

Neil Gaiman *(fantasy)*

Jack Gantos *(fiction: humorous)*

Bette Greene *(fiction)*

Rosa Guy *(fiction: realistic)*

Mary Downing Hahn *(ghost stories, historical fiction)*

Shannon Hale *(fantasy, historical fiction)*

Karen Hesse *(historical fiction)*

Carl Hiassen *(comic fiction, mysteries)*

S. E. Hinton *(fiction: realistic fiction)*

Will Hobbs *(realistic fiction)*

Irene Hunt *(historical fiction)*

Eva Ibbotson *(fantasy)*

Paul Janeczko *(poetry)*

Angela Johnson *(realistic fiction)*

Diana Wynne Jones *(fantasy)*

Norton Juster *(fantasy)*

Ellen Klages *(historical fiction)*

Lois Lowry *(realistic fiction, science fiction)*

Ron Koertge *(comic fiction, poetry)*

E.L. Konigsburg *(realistic fiction)*

Iain Lawrence *(historical fiction)*

Madeleine L'Engle *(fantasy, realistic fiction)*

Ursula LeGuin *(fantasy)*

Gail Carson Levine *(fiction, fantasy, realistic)*

Robert Lipsyte *(fiction: realistic)*

Mike Lupica *(mysteries, sports fiction)*

Hilary McKay *(comic fiction)*

Robin McKinley *(fantasy)*

Margaret Mahy *(fantasy, realistic fiction)*

Walter Dean Myers *(historical fiction, realistic fiction)*

Donna Jo Napoli *(historical fiction, fantasy)*

Marilyn Nelson *(poetry)*

Naomi Shihab Nye *(poetry)*

Kenneth Oppel *(fantasy, adventure)*

Linda Sue Park *(historical fiction, realistic fiction)*

Katherine Paterson *(historical fiction, realistic fiction)*

Sue Patron *(realistic fiction)*

Gary Paulsen *(comic fiction, historical fiction, realistic fiction)*

Richard Peck *(historical, realistic ficiton)*

Mitali Perkins *(realistic fiction)*

Daniel Pinkwater *(comic fiction)*

Terry Pratchett (fantasy)

Philip Pullman *(fantasy)*

Philip Reeve *(fantasy)*

Rick Riordan *(fantasy)*J. K. Rowling *(fiction: fantasy)*

Pam Munoz Ryan *(historical fiction,realistic fiction)*

Cynthia Rylant *(poetry, realistic fiction)*

Louis Sachar *(realistic fiction)*

William Sleator *(ghost stories, science fiction)*

Gary Soto *(realistic fiction, poetry)*

Susan Fisher Staples *(historical fiction, realistic fiction)*

Rebecca Stead *(science fiction)*

Jonathan Stroud *(fantasy)*

Theodore Taylor *(historical fiction)*

Kate Thompson *(fantasy)*

Megan Whalen Turner *(fantasy)*

Cynthia Voigt *(realistic fiction, fantasy)*

Rita Williams-Garcia *(historical fiction, realistic fiction)*

Jacqueline Wilson *(realistic fiction)*

Janet Wong *(poetry)*

Jacqueline Woodson *(realistic fiction)*

Tim Wynne-Jones *(realistic fiction)*

Laurence Yep *(historical fiction, fantasy)*

Informational texts

Susan Campbell Bartoletti *(history)*

Russell Freedman *(biography, history)*

James Cross Giblin *(biography, history)*

Jan Greenberg and Sandra Jordan *(art history)*

Joy Hakim *(history, history of science)*

Kathryn Lasky *(multi-genre)*

Philp Hoose *(biography, history)*

Albert Marrin *(biography, history)*

Milton Meltzer *(history, biography)*

Jim Murphy *(informational: history)*

Elizabeth Partridge *(biography, history)*

Steve Sheinkin *(biography, history)*

Grades 9-12, in addition to the Grade 5-8 selections

Fiction			
Maya Angelou	William Hoffman	Edwin O'Connor	Wallace Stegner
Saul Bellow	John Irving	Cynthia Ozick	Amy Tan
Pearl Buck	Edward P. Jones	Ann Patchett	Anne Tyler
John Cheever	Garrison Keillor	Chaim Potok	John Updike
Sandra Cisneros	William Kennedy	Reynolds Price	Kurt Vonnegut, Jr.
Arthur C. Clarke	Ken Kesey	Annie Proulx	Alice Walker
E. L. Doctorow	Jamaica Kincaid	Richard Rodriguez	Robert Penn Warren
Andre Dubus	Maxine Hong Kingston	Leo Rosten	Eudora Welty
Louise Erdrich	Jon Krakauer	Richard Russo	Thomas Wolfe
Richard Ford	Bernard Malamud	May Sarton	Tobias Wolff
Nicholas Gage	Toni Morrison	Michael Shaara	Anzia Yezierska
Ernest K. Gaines	Joyce Carol Oates	Jane Smiley	
Alex Haley	Tim O'Brien	Betty Smith	
Joseph Heller			

Poetry and Drama			
Poetry	**Poetry**	**Poetry**	**Drama**
Claribel Alegria	Alan Dugan	James Merrill	Edward Albee
Julia Alvarez	Martin Espada	Mary Tall Mountain	Robert Bolt
A. R. Ammons	Allen Ginsberg	Sylvia Plath	Jerome Lawrence and Robert E. Lee
Maya Angelou	Louise Gluck	Anna Quindlen	Archibald MacLeish
John Ashberry	John Haines	Ishmael Reed	Terrence Rattigan
Jimmy Santiago Baca	Donald Hall	Adrienne Rich	Ntozake Shange
Amirai Baraka (LeRoi Jones)	Robert Hayden	Theodore Roethke	Neil Simon
Elizabeth Bishop	Anthony Hecht	Anne Sexton	Paula Vogel
Robert Bly	Randall Jarrell	Karl Shapiro	Orson Welles
Louise Bogan	June Jordan	Gary Snyder	August Wilson
Arna Bontemps	Galway Kinnell	William Stafford	
Gwendolyn Brooks	Stanley Kunitz	Mark Strand	
Hayden Carruth	Philip Levine	May Swenson	
J. V. Cunningham	Audrey Lord	Margaret Walker	
Billy Collins	Louis MacNeice	Richard Wilbur	
Rita Dove		Charles Wright	
		Elinor Wylie	

Grades 9-12, in addition to the Grade 5-8 selections

Essays and Informational Text			
Akhil Reed Amar (government, history)	Gretel Ehrlich	Paul Krugman (economics)	Chet Raymo (science)
Edward Abbey	Loren Eiseley	Mark Kurlansky (history)	Richard Rodriguez
Bernard Bailyn (history)	Joseph Ellis (history)	Jane Jacobs	Oliver Sacks (science)
Russell Baker	Barbara Fields (history)	Jill Lepore (history)	Carl Sagan (science)
Rick Bass (science)	David Hackett Fischer (history/economics)	William Least Heat Moon	Simon Schama (history)
Julian Bell (art history)	Eric Foner (history)	Barry Lopez (science)	William Shirer (history)
Carol Bly	Thomas Friedman (economics)	J. Anthony Lukas	Margaret Chase Smith
Daniel Boorstin (history)	Henry Louis Gates, Jr. (history)	Matthys Levy (science)	Shelby Steele (history
Dee Brown (history)	Atul Gawande (science)	Mary McCarthy	Alan Taylor (history)
Art Buchwald	Malcolm Gladwell	Edward McClanahan	Lewis Thomas (science)
William F. Buckley	E. H. Gombrich (art history)	David McCullough (history)	James Trefil (science)
Rachel Carson (science)	Doris Kearns Goodwin (history)	Pauline Maier (history)	Laurel Thatcher Ulrich (history)
Margaret Cheney	Stephen Jay Gould (science)	John McPhee (science)	Jonathan Weiner (science)
Marilyn Chin	Stephen Greenblatt (literary criticism)	William Manchester (history)	Cornell West
Robert Coles	John Gunther	N. Scott Momaday	Walter Muir Whitehill (history)
Alistair Cooke	Joy Hakim (history, history of science)	Samuel Eliot Morison (history)	Gary Wills (history)
Stanley Crouch	David Halberstam (history)	Lance Morrow	E. O. Wilson (science)
Joan Didion	John Hersey	Bill Moyers	Simon Winchester (history)
Annie Dillard	Edward Hoagland	Mary Beth Norton (history)	Gordon Wood (history)
Barbara Ehrenreich	James O. Horton (history)	Henry Petroski (science and technical subjects)	James Wood (literary criticism)
	Sue Hubbell (science)	Stephen Pinker (science)	Malcolm X
	Michael Kammen (history)	Anna Quindlen	Barry Zimmerman and David Zimmerman (science)
	Helen Keller		Howard Zinn (history)
	Tracy Kidder		
			Yearly compilations of science and nature writings:
			Best American Science Writing
			American Science and Nature Writing

Contemporary and Historical World Literature, Grades 9-12

Fiction, Poetry, Drama, Essays

Fiction	Fiction	Poetry	Drama
Chinua Achebe	Aldous Huxley	Bella Akhmadulina	Jean Anouilh
S. Y. Agnon	Kazuo Ishiguro	Anna Akhmatova	Fernando Arrabal
Ilse Aichinger	Ha Jin	Rafael Alberti	Samuel Beckett
Isabel Allende	Yuri Kazakov	Josif Brodsky	Bertolt Brecht
Jerzy Andrzejewski	Milan Kundera	Constantine Cavafis	Albert Camus
Margaret Atwood	Stanislaw Lem	Odysseus Elytis	Jean Cocteau
Isaac Babel	Primo Levi	Federico García Lorca	Athol Fugard
James Berry	Jacov Lind	Seamus Heaney	Jean Giraudoux
Heinrich Boll	Clarice Lispector	Ted Hughes	Eugene Ionesco
Jorge Luis Borges	Naguib Mahfouz	Czeslaw Milosz	John Mortimer
Mikhail Bulgakov	Thomas Mann	Gabriela Mistral	Sean O'Casey
Dino Buzzati	Alberto Moravia	Pablo Neruda	John Osborne
A. S. Byatt	Mordechi Richler	Octavio Paz	Harold Pinter
Italo Calvino	Alice Munro	Jacques Prévert	Jean-Paul Sartre
Albert Camus	Vladimir Nabokov	Alexander Pushkin	**Essays**
Karl Capek	V. S. Naipaul	Salvatore Quasimodo	Winston Churchill
Carlo Cassola	Alan Paton	Juan Ramon Ramirez	Mahatma Gandhi
Camillo Jose Cela	Cesar Pavese	Arthur Rimbaud	Steven Hawking
Julio Cortazar	Santha Rama Rau	Pierre de Ronsard	Arthur Koestler
Isak Dinesen	Rainer Maria Rilke	George Seferis	Margaret Laurence
E. M. Forster	Jose Saramago	Léopold Sédar Senghor	Michel de Montaigne
Gabriel Garcia Marquez	Ignazio Silone	Wole Soyinka	Shiva Naipaul
Nikolai Gogol	Isaac Bashevis Singer	Marina Tsvetaeva	Octavio Paz
William Golding	Alexander Solshenitsyn	Paul Verlaine	Jean Jacques Rousseau
Robert Graves	Niccolo Tucci	Andrei Voznesensky	Alexis de Tocqueville
Hermann Hesse	Mario Vargas-Llosa	Derek Walcott	Voltaire
Wolfgang Hildesheimer	Elie Wiesel	Yevgeny Yevtushenko	Rebecca West
	Emile Zola		Marguerite Yourcenar
			Emile Zola

Texts from World Religions

Analects of Confucius	The Bible	Book of the Hopi	Buddhist texts
Bhagavad-Gita	The Koran	Tao Te Ching	Zen Buddhist parables