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NATALIE E. TENNANT

ADMINISTRATIVE LAW DIVISION

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FORM 1 -- NOTICE OF A PUBLIC HEARING OR COMMENT PERIOD ON A PROPOSED RULE
(Page 1)

AGENCY **Education**
RULE TYPE **Legislative Exempt** AMENDMENT TO EXISTING RULE **Yes** TITLE-SERIES **126-044AA**
RULE NAME **Next Generaton Content Standards and Objectives for English Language Arts in West Virginia Schools (2520.1A)**
CITE AUTHORITY **W. Va. Code §§29A-3B-1, et seq.: W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d 839 (1988)**

COMMENTS LIMITED TO
Written

DATE OF PUBLIC HEARING

LOCATION OF PUBLIC HEARING

DATE WRITTEN COMMENT PERIOD ENDS
Monday, August 11, 2014 4:00 PM

WRITTEN COMMENTS MAY BE MAILED TO
Jessica George
WVDE Office of Secondary Learning
Capitol Building 6, Room 603
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330

BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENTS ARE TRUE AND CORRECT.

Yes
Charles K Heinlein -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.

Title-Series: 126-044AA Rule Id: 9562 Document: 26014

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FORM 1 -- NOTICE OF A PUBLIC HEARING OR COMMENT PERIOD ON A PROPOSED RULE (Page 2)

AGENCY **Education**

RULE TYPE **Legislative Exempt** AMENDMENT TO EXISTING RULE **Yes** TITLE-SERIES **126-044AA**

RULE NAME **Next Generaton Content Standards and Objectives for English Language Arts in West Virginia Schools (2520.1A)**

CITE AUTHORITY **W. Va. Code §§29A-3B-1, et seq.: W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d 839 (1988)**

PROVIDE A BRIEF SUMMARY OF YOUR PROPOSAL

The addition of the Transition for English Language Arts for Seniors course will meet the statutory requirements of Senate Bill 359 §18-2-39 (e) which states, the state board shall develop a twelfth-grade transitional course for both English/language arts and math for those students who are not on track to be college and career ready. A transitional course for twelfth-grade entitled Transition English Language Arts for Seniors has been developed by the West Virginia Department of Education in collaboration with the Southern Regional Education Board and needs to be added to Policy 2520.1A.

BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENTS ARE TRUE AND CORRECT.

Yes

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FORM 11 -- FISCAL NOTE FOR PROPOSED RULES (Page 1)

AGENCY **Education**
RULE TYPE **Legislative Exempt** AMENDMENT TO EXISTING RULE **Yes** TITLE-SERIES **126-044AA**
RULE NAME **Next Generaton Content Standards and Objectives for English Language Arts in West Virginia Schools (2520.1A)**
CITE AUTHORITY **W. Va. Code §§29A-3B-1, et seq.: W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d 839 (1988)**

SUMMARIZE IN A CLEAR AND CONCISE MANNER WHAT IMPACT THIS MEASURE WILL HAVE ON COSTS AND REVENUES OF STATE GOVERNMENT.

No costs or revenue will be impacted by the proposed amendment of W. Va. 126CSR44AA, Policy 2520.1A, Next Generation Content Standards and Objectives for English Language Arts in West Virginia Schools.

Charles K Heinlein -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.

Title-Series: 126-044AA
Rule Id: 9562
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FORM 11 -- FISCAL NOTE FOR PROPOSED RULES (Page 2)

AGENCY **Education**
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RULE NAME **Next Generaton Content Standards and Objectives for English Language Arts in West Virginia Schools (2520.1A)**
CITE AUTHORITY **W. Va. Code §§29A-3B-1, et seq.: W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d 839 (1988)**

FISCAL NOTE DETAIL -- SHOW OVER-ALL EFFECT IN ITEM 1 AND 2 AND, IN ITEM 3, GIVE AN EXPLANATION OF BREAKDOWN BY FISCAL YEAR, INCLUDING LONG-RANGE EFFECT.

Effect Of Proposal	Current Increase/Decrease (use ' - ')	Next Increase/Decrease (use ' - ')	Fiscal Year (Upon Full Implementation)
ESTIMATED TOTAL COST	0	0	0
PERSONAL SERVICES	0	0	0
CURRENT EXPENSES	0	0	0
REPAIRS AND ALTERATIONS	0	0	0
ASSETS	0	0	0
OTHER	0	0	0
ESTIMATED TOTAL REVENUES	0	0	0

Charles K Heinlein -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.

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FORM 11 -- FISCAL NOTE FOR PROPOSED RULES (Page 3)

AGENCY **Education**
RULE TYPE **Legislative Exempt** AMENDMENT TO EXISTING RULE **Yes** TITLE-SERIES **126-044AA**
RULE NAME **Next Generaton Content Standards and Objectives for English Language Arts in West Virginia Schools (2520.1A)**
CITE AUTHORITY **W. Va. Code §§29A-3B-1, et seq.: W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d 839 (1988)**

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT). PLEASE INCLUDE ANY INCREASE OR DECREASE IN FEES IN YOUR ESTIMATED TOTAL REVENUES.

No costs or revenue will be impacted by the proposed amendment of W. Va. 126CSR44AA, Policy 2520.1A, Next Generation Content Standards and Objectives for English Language Arts in West Virginia Schools.

Charles K Heinlein -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.

Title-Series: 126-044AA
Rule Id: 9562
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FORM 11 -- FISCAL NOTE FOR PROPOSED RULES (Page 4)

AGENCY **Education**
RULE TYPE **Legislative Exempt** AMENDMENT TO EXISTING RULE **Yes** TITLE-SERIES **126-044AA**
RULE NAME **Next Generaton Content Standards and Objectives for English Language Arts in West Virginia Schools (2520.1A)**
CITE AUTHORITY **W. Va. Code §§29A-3B-1, et seq.: W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d 839 (1988)**

PLEASE IDENTIFY ANY AREAS OF VAGUENESS, TECHNICAL DEFECTS, REASONS THE PROPOSED RULE WOULD NOT HAVE A FISCAL IMPACT, AND OR ANY SPECIAL ISSUES NOT CAPTURED ELSEWHERE ON THIS FORM.

No costs or revenue will be impacted by the proposed amendment of W. Va. 126CSR44AA, Policy 2520.1A, Next Generation Content Standards and Objectives for English Language Arts in West Virginia Schools.

BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENTS ARE TRUE AND CORRECT.

Charles K Heinlein -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.

Title-Series: 126-044AA
Rule Id: 9562
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FORM 12 -- BRIEF SUMMARY AND STATEMENT OF CIRCUMSTANCES (Page 1)

AGENCY **Education**
RULE TYPE **Legislative Exempt** AMENDMENT TO EXISTING RULE **Yes** TITLE-SERIES **126-044AA**
RULE NAME **Next Generaton Content Standards and Objectives for English Language Arts in West Virginia Schools (2520.1A)**
CITE AUTHORITY **W. Va. Code §§29A-3B-1, et seq.: W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d 839 (1988)**

SUMMARIZE IN A CLEAR AND CONCISE MANNER CONTENTS OF CHANGES IN RULE AND STATEMENT OF CIRCUMSTANCES REQUIRING THE RULE.

The addition of the Transition for English Language Arts for Seniors course to Policy 2520.1A, Next Generation Content Standards and Objectives for English Language Arts in West Virginia Schools will meet the statutory requirements of Senate Bill 359 §18-2-39 (e).

BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENTS ARE TRUE AND CORRECT.

Yes
Charles K Heinlein -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.

Title-Series: 126-044AA Rule Id: 9562 Document: 26014

EXECUTIVE SUMMARY
WEST VIRGINIA DEPARTMENT OF EDUCATION

Policy 2520.1A: Next Generation Content Standards and Objectives for English Language Arts in West Virginia Schools

Background: The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards pertaining to all education programs (W.Va. Code §18-9A-22). The content standards and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. Policy 2520.1A: Next Generation Content Standards and Objectives for English Language Arts in West Virginia Schools defines the content standards (or instructional goals) and objectives for the English Language Arts as required by W. Va. 126CSR42 (Policy 2510). Furthermore, Senate Bill 359 §18-2-39 (e) states, "the state board shall develop a twelfth-grade transitional course for both English/language arts and math for those students who are not on track to be college and career ready…."

Proposals: Policy 2520.1A: Next Generation Content Standards and Objectives for English Language Arts in West Virginia will become effective July 1, 2014 for grades K-12. The addition of the Transition for English Language Arts for Seniors course will meet the statutory requirements of Senate Bill 359 §18-2-39 (e) which states, "the state board shall develop a twelfth-grade transitional course for both English/language arts and math for those students who are not on track to be college and career ready…." A transitional course for twelfth-grade entitled Transition English Language Arts for Seniors has been developed by the West Virginia Department of Education in collaboration with the Southern Regional Education Board and needs to be added to Policy 2520.1A, Next Generation Content Standards and Objectives for English Language Arts in West Virginia Schools.

Impact: The addition of the Transition for English Language Arts for Seniors course to Policy 2520.1A: Next Generation Content Standards and Objectives for English Language Arts in West Virginia Schools will meet the statutory requirements of Senate Bill 359 §18-2-39 (e).

Response to Comments:

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

SERIES 44AA
NEXT GENERATION CONTENT STANDARDS AND OBJECTIVES FOR ENGLISH LANGUAGE ARTS IN WEST VIRGINIA SCHOOLS (2520.1A)

§126-44AA-1. General

1.1. Scope -- W. Va. 126CSR42, West Virginia Board of Education (hereinafter WVBE) Policy 2510, Assuring the Quality of Education: Regulations for Education Programs (hereinafter Policy 2510), provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.1A defines the content standards ~~(or instructional goals)~~ and objectives for the English Language Arts (hereinafter ELA) as required by ~~W. Va. 126CSR42 (~~Policy 2510~~)~~.

1.2. Authority -- W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-9A-22.

1.3. Filing Date ~~-- July 15, 2011~~.

1.4. Effective Date -- Kindergarten August 15, 2011; First Grade July 1, 2012; Second Grade July 1, 2013; Third through Twelfth July 1, 2014.

1.5. Repeal of former rule -- ~~None. This is a new policy.~~This legislative rule amends W. Va. 126CSR44AA WVBE Policy 2520.1A "Next Generation Content Standards and Objectives for English Language Arts in West Virginia Schools (2520.1A) filed July 15, 2011 and effective: kindergarten August 15, 2011, first grade July 1, 2012, second grade July 1, 2013 and third through twelfth July 1, 2014.

§126-44AA-2. Purpose

2.1. This policy defines the content standards and objectives for the programs of study required by Policy 2510 in English Language Arts.

126-44AA-3. Incorporation by Reference

3.1. A copy of Next Generation Content Standards and Objectives for English Language Arts in West Virginia Schools is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office of ~~Instruction~~Secondary Learning.

§126-44AA-4. Summary of the Content Standards and Objectives

4.1. The ~~West Virginia Board of Education~~ WVBE has the responsibility for establishing high quality standards pertaining to all educational standards pertaining to all education programs (W.Va. Code §18-9A-22). The content standards and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document includes content standards for English Language Arts; an explanation of terms; objectives that reflect a rigorous and challenging curriculum; and performance descriptors.

§126-44B-5. Severability

5.1. If any provision of this rule or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this rule.

Introduction

The Next Generation Content Standards and Objectives for English Language Arts in West Virginia Schools are aligned to the Common Core State Standards for English Language Arts & Literacy, the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of 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. The Common Core State Standards for English Language Arts & Literacy, the product of work led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by the states in their decades-long work on crafting high-quality education standards. In May 2010, the ~~West Virginia Board of Education~~WVBE adopted the Common Core State Standards for English Language Arts & Literacy; shortly thereafter, 85 classroom teachers and representatives of Higher Education faculty began a deep study of this work and placed the content of these Standards into the West Virginia Framework. This group of West Virginia educators found the standards to be research and evidence-based, aligned with college and work expectations, rigorous, and 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.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards lay out a vision of what it means to be a literate person in the twenty-first century. The skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily engage in the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually use their critical reading skills as they sift through the staggering amount of information available today in print and digitally. They actively seek the thorough and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They demonstrate the 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.

Explanation of Terms

Content Standards are broad statements that define the knowledge, skills and understanding that all students must demonstrate in a content area at the end of the kindergarten through college career readiness sequence of study.

Clusters are groups of the objectives that define the expectations students must demonstrate to be college and career ready.

Objectives are incremental steps toward accomplishment of content standards. Objectives are listed by grade level and are organized around the clusters and content standards. Objectives build across grade levels as students advance in their knowledge and skills.

Performance Descriptors describe in narrative format how students demonstrate achievement of the content standards. Line breaks within the narrative format indicate clusters of concepts and skills. West Virginia has designed five performance levels: distinguished, above mastery, mastery, partial mastery, and novice. Performance Descriptors serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills students need to acquire. Performance levels and descriptors are also used to categorize and explain student performance on statewide assessment instruments.

> **Distinguished**: A student at this level has demonstrated exemplary performance. The work shows a distinctive and sophisticated application of knowledge and skills that go beyond course or grade level applications.
>
> **Above Mastery**: A student at this level has demonstrated effective performance and exceeds the standard. The work shows a thorough and effective application of knowledge and skills.
>
> **Mastery**: A student at this level has demonstrated adequate knowledge and skills that meet the standard. The work is accurate, complete and fulfills all requirements. The work shows solid academic performance at the course or grade level.
>
> **Partial Mastery**: A student at this level has demonstrated limited knowledge and skills toward meeting the standard. The work shows basic but inconsistent application of knowledge and skills characterized by errors and/or omissions. Performance needs further development.
>
> **Novice**: A student at this level has demonstrated minimal fundamental knowledge and skills needed to meet the standard. Performance at this level is fragmented and/or incomplete and needs considerable development.

Numbering of Standards

The number for each standard is composed of three parts, each part separated by a period:

- the content area code is ELA for English Language Arts,
- the grade level, and

- the standard.

Illustration: ELA.3.W refers to the third grade writing English Language Arts standard.

Numbering of Clusters

The numbering of clusters is composed of four parts, each part separated by a period:

- the content area code is ELA for English Language Arts,
- the grade level,
- the standard, and
- the cluster.

Illustration: ELA.4.R.C2 refers to the fourth grade reading standard Craft and Structure cluster.

The English Language Arts cluster names and numbers, as well as corresponding grade levels, are listed below:

Cluster Number and Name	Grade Levels
1. Key Ideas and Details	K-12
2. Craft and Structure	K-12
3. Integration of Knowledge and Ideas	K-12
4. Range of Reading and Level of Text Complexity	K-12
5. Print Concepts	K-1 only
6. Phonological Awareness	K-1 only
7. Phonics and Word Recognition	K-5 only
8. Fluency	K-5 only
9. Text Types and Purposes	K-12
10. Production and Distribution of Writing	K-12
11. Research to Build and Present Knowledge	K-12
12. Range of Writing	K-12
13. Comprehension and Collaboration	K-12
14. Presentation of Knowledge and Ideas	K-12
15. Conventions of Standard English	K-12
16. Knowledge of Language	K-12
17. Vocabulary Acquisition and Use	K-12

Numbering of Objectives

The numbering of objectives is composed of five parts, each part separated by a period:

- the content area code is ELA for English Language Arts,
- the grade level,

- the standard,
- the cluster, and
- the objective.

Illustration: ELA.K.R.C2.1 refers to the first objective in the second cluster of the reading standard in kindergarten English Language Arts.

Numbering of Performance Descriptors
The number for each group of four performance descriptors is composed of three parts, each part separated by a period:

- the content area (ELA for English Language Arts),
- the letters PD are for Performance Descriptors,
- the grade level, and
- the standard number.

Illustration: ELA.PD.4.SL refers to English Language Arts performance descriptors for the fourth grade Speaking and Listening objective.

Unique Electronic Numbers (UENs)
Unique Electronic Numbers (or UENs) are numbers that help to electronically identify, categorize and link, specific bits of information. Once Policy 2520.1A is available on the Web, each standard, each cluster, each objective and each group of five performance descriptors will have a Unique Electronic Number (UEN) that will always remain the same.

The codes printed in Policy 2520.1A form the basis of the UENs. The only additional set of numbers that will be added to each code to formulate its UEN will be a prefix that indicates the year and month that a particular version of Policy 2520.1A is approved by the ~~State Board of Education~~WVBE.

The prefix for the UENs for each content area in Policy 2520.1A is noted at the top of each page containing standards, clusters, objectives and performance descriptors. As sections of Policy 2520.1A are revised, UENs will be changed to reflect the new approval date.

UENs (Unique Electronic Numbers) facilitate implementation of WV Standards into electronic formats such as databases and XML Files. The WV Department of Education encourages everyone who is going to use the Next Generation Content Standards for English Language Arts in any kind of electronic distribution, alignment, or software development to use the UENs so that all efforts can be cross-referenced and there is consistency across initiatives.

ENGLISH LANGUAGE ARTS – Policy 2520.1A

The English Language Arts content standards, objectives and performance descriptors were developed in four major strands: reading, writing, speaking and listening and language. Each strand provides a clear description of what the students in kindergarten through twelfth grade should know and be able to do. The curriculum through the grade levels is ordered to allow for foundational content and a scaffolding process to ensure a rigorous and challenging program of studies for all students. The content standards, objectives and performance descriptors defined herein will serve to ultimately promote a more literate West Virginia society.

The Common Core State Standards were referenced in the development of the Next Generation West Virginia Content Standards and Objectives. The Common Core is supported by the Council of Chief State School Officers and National Governors Association. The Common Core references include NAEP, ACT, SAT, and multiple other national research studies. Each reference was reviewed, and its relevance was determined in order to produce a more challenging curriculum for West Virginia students.

Considerations in the development of the English Language Arts K-12 curriculum included the rigor that is comparable to national and international language arts standards and successful performance on national and international language arts assessments. The curriculum progresses through the grade levels in a spiraling effect to ensure both a complete mastery of each strand and an opportunity to attain the distinguished level of performance. The English Language Arts program emphasized attention to content and global awareness. Crucial components of the curriculum involve use of literary and informational texts in language arts and across the curriculum disciplines as these skills are essential in comprehending all curricular areas.

One of the key requirements of the Next Generation West Virginia Content Standards and Objectives is that all students comprehend texts of steadily increasing complexity as they progress through school. Students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in college and careers as well as in numerous life tasks. While reading demands in college, workforce training programs, and life in general have held steady or increased over the last half century, K–12 texts have actually declined in sophistication, and relatively little attention has been paid to students' ability to read complex texts independently. These conditions have left a serious gap between many high school seniors' reading ability and the reading requirements they will face after graduation. A turning away from complex texts is likely to lead to a general impoverishment of knowledge. To prevent an impoverishment of knowledge, students must read complex texts that offer them new language and new knowledge.

Text Complexity Grade Bands and Associated Lexile Ranges in Lexile Measures

Text Complexity Grade Band in the Standards	Lexile Ranges Aligned to College and Career Readiness Expectations
K-1	N/A
2-3	450-790
4-5	770-980

6-8	955-1155
9-10	1080-1305
11-College Career Readiness	1215-1355

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary Text	Informational Text
4	50%	50%
8	45%	55%
12	30%	70%

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

The four major content strands have defined objectives that explain what the student should know. The objectives move from the literal level of identifying and recognizing information to the more complex skills of analyzing and evaluating. The abbreviation, e.g., indicates examples for teaching the objectives. Furthermore, in the spiraling curriculum, the teacher is strongly encouraged to review the objectives of the previous grade level to serve as a starting point for review and maintenance as well as preview the next grade level to serve as a starting point for enrichment.

English Language Arts Content Standards K-12

Standard 1: Reading
The development of proficient reading skills is critical for mastering academic content, succeeding in school and fulfilling life's potential. Students must show a steadily growing ability to discern more from and 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 text. In order to build the foundational skills of reading, students will master the essential components of reading: phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension and written application. Students will 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.

College and Career Readiness Anchor Standards for Reading

The grades K-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 Cluster. 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.

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.

Standard 2: Writing

Students will apply writing skills and strategies to communicate effectively for different purposes using specific writing types. They will use the writing process by appropriately applying the organization of ideas, development of main ideas and supporting details, varied sentence structure, word choice and mechanics. Using a variety of literary and informational texts, print sources and media sources, students will select, organize and evaluate for research purposes.

College and Career Readiness Anchor Standards for Writing

The K-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 (CCR) anchor standards below by cluster. 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 (These broad types of writing include many subgenres.)

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 t 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.

Standard 3: Speaking and Listening
Students will be required to communicate ideas clearly and efficiently, including but not limited to formal presentations. They will need to use oral communication and interpersonal skills as they work together. They will need to be able to 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.

College and Career Readiness Anchor Standards for Speaking and Listening

The K-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 cluster. 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.

Standard 4: Language
Students will learn and apply the standard rules of written and spoken English while approaching language as a matter of craft and informed

choice among alternatives to communicate. Students will understand words and phrases, their relationships, and their nuances and acquire new vocabulary, particularly general academic and domain-specific words and phrases.

College and Career Readiness Anchor Standards for Language

The K-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 cluster. 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

7. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
8. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

9. 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

10. 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.
11. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

English Language Arts – Kindergarten

English Language Arts for the kindergarten student involves an immersion in a literacy-rich environment to develop an awareness and understanding of spoken and written language. Through active participation and developmentally appropriate and engaging learning experiences, students develop competencies in reading, writing, listening, speaking and media literacy. To support the development of lifelong learning and global awareness, students utilize language experiences, 21st century skills and equally utilize literary and informational texts of appropriate complexity. The West Virginia Standards for 21st Century Learning include the Next Generation West Virginia Content Standards and Objectives as well as the 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates content standards and objectives, learning skills and technology tools.

Grade K	**English Language Arts**			
Standard:	Reading			
Performance Descriptors ELA.PD.K.R				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Kindergarten students at distinguished level in reading: retell literary and informational texts, identify story elements, key details, main ideas and theme; make connections between two individuals, events, ideas or texts; develop vocabulary through questioning and text features, determine genre and narration, use illustrations and words to comprehend a range of literary and informational texts;	Kindergarten students at above mastery level in reading: retell literary and informational texts, identify story elements, key details and main ideas and make connections between two individuals, events, ideas or texts; use questioning to develop vocabulary, recognize types of texts and identify the role of authors and illustrators to comprehend literary and informational texts;	Kindergarten students at mastery level in reading: with prompting and support retell literary and informational texts, identify story elements, key details and main ideas and make connections between two individuals, events, ideas or texts; use questioning to develop vocabulary, recognize types of texts and, with prompting and support, identify the role of authors and illustrators to comprehend literary and informational texts;	Kindergarten students at partial mastery level in reading: with prompting and support retell literary and informational texts; identify story elements, key details and main ideas; with prompting and support, develop vocabulary, recognize types of texts and identify the difference between authors and illustrators to comprehend literary and informational texts;	Kindergarten students at novice level in reading: with prompting and support retell literary and informational texts with growing recognition of story elements, key details and main ideas; with prompting and support, develop vocabulary, discuss types of texts, show interest in the role of authors and illustrators and engage in questioning to comprehend literary and informational texts;

compare and contrast key elements, similarities and central ideas in texts; describe relationships between texts and illustrations; and identify authors' supporting reasons in literary and informational texts;	with minimal scaffolding, compare and contrast key elements, similarities and central ideas; describe relationships between text and illustrations and identify authors' supporting reasons in literary and informational texts;	with prompting and support, compare and contrast key elements, similarities and central ideas; describe relationships between text and illustrations; and identify authors' supporting reasons in literary and informational texts;	with prompting and support, compare and contrast key elements and similarities, describe relationships between text and illustrations and identify authors' supporting details in literary and informational texts;	with prompting and support, discuss key elements and similarities and describe relationships between text and illustrations in literary and informational texts;
with prompting and support, read literary and informational texts at appropriate grade 1 complexity;	actively engage in reading experiences of literary and informational texts with purpose and understanding;	actively engage in group reading experiences of literary and informational texts with purpose and understanding;	engage in group reading experiences of literary and informational texts with understanding;	show interest in group reading experiences of literary and informational texts with developing understanding;
recognize the distinguishing features of a sentence.	with prompting and support, recognize the distinguishing features of a sentence;	demonstrate directionality and word recognition; recognize and name all upper and lowercase letters of the alphabet;	demonstrate directionality and word recognition; recognize and name most upper and lowercase letters of the alphabet;	demonstrate directionality and word recognition; recognize and name some upper and lowercase letters of the alphabet;
orally produce, isolate and segment phonemes and distinguish between short and long vowel sounds;	with prompting and support, orally produce, isolate and segment phonemes and distinguish between short and long vowel sounds;	recognize and produce rhyming words; count, segment, pronounce and blend onsets, rimes and syllables; pronounce all phonemes in three phoneme words; and substitute phonemes in one-syllable words to make new words;	count, segment and pronounce syllables; recognize and produce rhyming words; and isolate and pronounce initial and final sounds in three phoneme words;	discriminate syllables, recognize rhyming words and isolate and pronounce initial and final sounds in three phoneme words;

use spelling sound correspondences and rules of syllabication to decode words including those with inflectional endings;	with prompting and support, use spelling sound correspondences and rules of syllabication to decode words including those with inflectional endings;	produce the primary sound for each consonant as well as for each long and short vowel; read high-frequency sight words; and distinguish word families by identifying sounds and letters that differ;	produce the primary sound for each consonant and some long and/or short vowels; read some grade level high frequency sight words; and distinguish word families by identifying sounds and letters that differ;	produce the primary sound for each consonant; read familiar words like name and family names; and distinguish some word families by identifying sounds and letters that differ;
read above level text with sufficient accuracy, fluency, expression, purpose and understanding using context and rereading to self-correct.	with prompting and support, read above level text with sufficient accuracy, fluency, expression, purpose and understanding using context.	read emergent level text with purpose and understanding.	look through books independently one page at a time and retell familiar stories or pretend read.	look through books independently one page at a time and ask to have books read to them.

Cluster	**Key Ideas and Details**
Objectives	Students will
ELA.K.R.C1.1	with prompting and support, ask and answer questions about key details in a literary text.
ELA.K.R.C1.2	with prompting and support, retell familiar stories, including key details in literary texts.
ELA.K.R.C1.3	with prompting and support, identify characters, settings and major events in a story in literary text.
ELA.K.R.C1.4	with prompting and support, ask and answer questions about key details in an informational text.
ELA.K.R.C1.5	with prompting and support, identify the main topic and retell key details of an informational text.
ELA.K.R.C1.6	with prompting and support, describe the connection between two individuals, events, ideas or pieces of information in an informational text.
Cluster	**Craft and structure**
Objectives	Students will
ELA.K.R.C2.1	ask and answer questions about unknown words in a literary text.
ELA.K.R.C2.2	recognize common types of texts (e.g., storybooks, poems).
ELA.K.R.C2.3	with prompting and support, name the author and illustrator of a story and define the role of each in telling the story in a literary text.
ELA.K.R.C2.4	with prompting and support, ask and answer questions about unknown words in an informational text.
ELA.K.R.C2.5	identify the front cover, back cover and title page of a book.
ELA.K.R.C2.6	name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Cluster	**Integration of Knowledge and Ideas**

Objectives	Students will
ELA.K.R.C3.1	with prompting and support, describe the relationship between illustrations and the literary story in which they appear (e.g., what moment in a story an illustration depicts).
ELA.K.R.C3.2	with prompting and support, compare and contrast the adventures and experiences of characters in familiar literary stories.
ELA.K.R.C3.3	with prompting and support, describe the relationship between illustrations and the informational text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).
ELA.K.R.C3.4	with prompting and support, identify the reasons an author gives to support points in a literary or informational text.
ELA.K.R.C3.5	with prompting and support, identify basic similarities in and differences between two literary or informational texts on the same topic (e.g., in illustrations, descriptions or procedures).
Cluster	**Range of Reading and Level of Text Complexity**
Objectives	Students will
ELA.K.R.C4.1	actively engage in group reading activities of literary texts with purpose and understanding.
ELA.K.R.C4.2	actively engage in group reading activities of informational texts with purpose and understanding.
Cluster	**Print Concepts**
Objectives	Students will
ELA.K.R.C5.1	demonstrate understanding of the organization and basic features of print. • follow words from left to right, top to bottom and page by page. • recognize that spoken words are represented in written language by specific sequences of letters. • understand that words are separated by spaces in print. • recognize and name all upper- and lowercase letters of the alphabet.
Cluster	**Phonological Awareness**
Objectives	Students will
ELA.K.R.C6.1	demonstrate understanding of spoken words, syllables and sounds (phonemes). • recognize and produce rhyming words. • count, pronounce, blend and segment syllables in spoken words. • blend and segment onsets and rimes of single-syllable spoken words. • 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/.) • add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
Cluster	**Phonics and Word Recognition**
Objectives	Students will
ELA.K.R.C7.1	know and apply grade-level phonics and word analysis skills in decoding words. • demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. • associate the long and short sounds with common spellings (graphemes) for the five major vowels. • read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

	• distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Cluster	**Fluency**
Objectives	Students will
ELA.K.R.C8.1	read emergent-reader texts with purpose and understanding.

Grade K	**English Language Arts**			
Standard:	Writing			
Performance Descriptors ELA.PD.K.W				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Kindergarten students at distinguished level in writing: write opinion and informative/explanatory texts, which name a topic, give details and include an introduction, support and closure; write narratives with appropriate sequence, details and transitional words; focus on a topic and use a variety of digital tools to strengthen and publish writing with guidance and support; work with adults and peers to recall or gather information and answer questions on a given topic	Kindergarten students at above mastery level in writing: use a combination of dictating and writing to compose opinion pieces about books, informative/explanatory pieces that state a main topic with supporting information and narrate a sequence of events; collaborate with peers and adults and use multiple digital tools to produce and publish their writings; work with adults and peers to recall or gather information and answer questions on a given topic	Kindergarten students at mastery level in writing: use a combination of drawing, dictating and writing to compose opinion pieces about books, informative/explanatory pieces that state a main topic with supporting information and narrate a sequence of events including their reactions to them; collaborate with peers and adults and use multiple digital tools to expand and publish their writings; work with adults and peers to recall or gather information and answer questions to participate in	Kindergarten students at partial mastery level in writing: use a combination of drawing, dictating and writing to compose opinion pieces about books, informative/explanatory pieces that state a main topic with some supporting information and narrate a sequence of events including their reactions to them; participate with peers, adults and use digital tools to expand and publish shared writing; work with adults and peers to recall information and answer questions to participate in shared	Kindergarten students at novice level in writing: use a combination of drawing, dictating and/or writing to compose opinion pieces about books, informative/explanatory pieces that state a main topic and narrate a sequence of events; participate with peers and adults to produce and publish shared writing, using digital tools; work with adults and peers to answer questions and participate in shared writing projects.

to write a sequence of instructions in shared research and writing projects.	in shared research and writing projects.	shared research and writing projects.	research or writing projects.	

Cluster	**Text Types and Purposes**
Objectives	Students will
ELA.KW.C9.1	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*...).
ELA.K.W.C9.2	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.
ELA.K.W.C9.3	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.
Cluster	**Production and Distribution of Writing**
Objectives	Students will
ELA.K.W.C10.1	(Begins in grade 3.)
ELA.K.W.C10.2	with guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
ELA.K.W.C10.3	with guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
Cluster	**Research to Build and Present Knowledge**
Objectives	Students will
ELA.K.W.C11.1	participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
ELA.K.W.C11.2	with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
ELA.K.W.C11.3	(Begins in grade 4.)
Cluster	**Range of Writing**
Objectives	Students will
ELA.K.W.C12.1	(Begins in grade 3.)

Grade K	**English Language Arts**			
Standard:	Speaking & Listening			
Performance Descriptors ELA.PD.K.SL				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Kindergarten students at	Kindergarten students at	Kindergarten students at	Kindergarten students at	Kindergarten students at

distinguished level in speaking and listening:	above mastery level in speaking and listening:	mastery level in speaking and listening:	partial mastery level in speaking and listening:	novice level in speaking and listening:
build on conversations by responding to others with care and by asking questions to clarify and to gather additional information;	continue conversations by asking and answering questions to clarify information;	follow rules to participate in and continue multiple conversations with diverse partners in small and large groups; ask and answer questions about key details of diverse media, seek help and clarify misunderstandings;	demonstrate increasing ability to follow rules to participate in and continue multiple conversations with diverse partners in small and large groups; ask and answer questions about key details of diverse media, seek help and clarify misunderstandings;	with prompting and support, demonstrate increasing ability to follow rules to participate in and continue multiple conversations with diverse partners in small and large groups; ask and answer questions about key details of diverse media, seek help and clarify misunderstandings;
speak audibly in complete sentences to describe relevant details, expressing them clearly while using visuals for clarification when appropriate.	speak audibly to describe details, expressing them clearly while using visuals for clarification when appropriate.	demonstrate increasing ability to speak audibly and to express thoughts, feelings and ideas clearly using visuals for clarification when appropriate.	demonstrate increasing ability to speak audibly and to express thoughts, feelings and ideas clearly.	with prompting and support, audibly describe knowledge and/or ideas and express themselves, adding details through visuals and expanding verbal details.

Cluster	**Comprehension and Collaboration**
Objectives	Students will
ELA.K.SL.C13.1	participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. • follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • continue a conversation through multiple exchanges.
ELA.K.SL.C13.2	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.
ELA.K.SL.C13.3	ask and answer questions in order to seek help, get information or clarify something that is not understood.
Cluster	**Presentation of Knowledge and Ideas**
Objectives	Students will
ELA.K.SL.C14.1	describe familiar people, places, things and events and, with prompting and support, provide additional detail.

ELA.K.SL.C14.2	add drawings or other visual displays to descriptions as desired to provide additional detail.
ELA.K.SL.C14.3	speak audibly and express thoughts, feelings and ideas clearly.

Grade K	**English Language Arts**			
Standard:	Language			
Performance Descriptors ELA.PD.K.L				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Kindergarten students at distinguished level in language: use nouns, pronouns, verbs, adjectives and conjunctions correctly in simple and compound sentences in response to prompts; use commas in dates and series; and draw on phonemic awareness to spell untaught words; use context clues, root words and inflectional forms to sort and determine the meaning of words or	Kindergarten students at above mastery level in language: with prompting and support use nouns, pronouns, verbs, adjectives and conjunctions correctly in simple and compound sentences in response to prompts; use commas in dates and series; and draw on phonemic awareness to spell untaught words; with prompting and support, use context clues, root words and inflectional forms to sort words and to	Kindergarten students at mastery level in language: print many letters, use nouns, verbs, prepositions, interrogatives and the formation of regular plural nouns to expand complete sentences in shared language activities; capitalize the first word in a sentence and the pronoun "I," recognize and name end punctuation, write letter(s) for consonant and vowel sounds and spell simple words phonetically; use acquired vocabulary, inflections and affixes to determine or clarify unknown multiple	Kindergarten students at partial mastery level in language: with prompting and support, print some letters, use nouns, verbs, prepositions and question words; form regular plural nouns to expand complete sentences in shared language activities; with prompting and support, capitalize the first word in a sentence and the pronoun "I," recognize and name punctuation, write letter(s) for consonant and vowel sounds and spell simple words phonetically; with adult guidance and support, use acquired vocabulary, inflections and affixes to determine or	Kindergarten students at novice level in language: with prompting and support, print some letters, use nouns, verbs, prepositions and/or question words and show increasing ability to form regular plural nouns to produce complete sentences in shared language activities; demonstrate increasing ability to capitalize the first word in a sentence and the pronoun "I," recognize and name some punctuation, write some letter(s) for consonant and vowel sounds and spell most simple words phonetically; with adult guidance and support, use familiar words to determine or clarify unknown multiple-meaning words and

phrases and the different shades of meaning or intensity of words; use conjunctions to signal relationships among words.	determine the meanings of words or phrases, the different shades of meaning or intensity of words and use conjunctions to signal relationships among words.	meaning words and phrases; with adult guidance and support, sort objects, relate antonyms to verbs and adjectives, identify real-life connections to words and act out verbs.	clarify unknown multiple meaning words and phrases; sort objects, relate verbs and adjectives to their antonyms, identify real-life connections to words and act out verbs.	phrases; sort objects, identify real life connections to words and act out verbs to demonstrate meaning and show increasing use of acquired vocabulary.

Cluster	**Conventions of Standard English**
Objectives	Students will
ELA.K.L.C15.1	demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • print many upper- and lowercase letters. • use frequently occurring nouns and verbs. • form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). • understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). • use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). • produce and expand complete sentences in shared language activities.
ELA.K.L.C15.2	demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. • capitalize the first word in a sentence and the pronoun *i*. • recognize and name end punctuation. • write a letter or letters for most consonant and short-vowel sounds (phonemes). • spell simple words phonetically, drawing on knowledge of sound-letter relationships.
Cluster	**Knowledge of Language**
Objectives	Students will
ELA.K.L.C16.1	(Begins in grade 2.)
Cluster	**Vocabulary Acquisition and Uses**
Objectives	Students will
ELA.K.L.C17.1	determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*. • identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). • 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.
ELA.K.L.C17.2	with guidance and support from adults, explore word relationships and nuances in word meanings. • sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

	• identify real-life connections between words and their use (e.g., note places at school that are *colorful*). • distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
ELA.K.L.C17.3	use words and phrases acquired through conversations, reading and being read to and responding to texts.

English Language Arts – Grade 1

English Language Arts for the first grade student involves immersion in a literacy-rich environment to develop an awareness of print materials and media as sources of information and enjoyment. The student will grow in language and communication development through increased emphasis on collaboration, sharing information and giving opinions through integration of reading, writing, listening and speaking that will develop lifelong learning skills and global awareness. The first grade student will learn from reading equally both literature and informational texts that are of appropriate complexity for Grade 1. The student will actively participate in an engaging and appropriate environment to develop independent English Language Arts and 21st century skills. The West Virginia Standards for 21st Century Learning include the Next Generation West Virginia Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates content standards and objectives, learning skills and technology tools.

Grade 1	**English Language Arts**			
Standard:	Reading			
Performance Descriptors ELA.PD.1.R				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
First grade students at distinguished level in reading:	First grade students at above mastery level in reading:	First grade students at mastery level in reading:	First grade students at partial mastery level in reading:	First grade students at novice level in reading:
determine theme and describe how characters respond to major events and challenges in a multi-paragraph text; make connections across literary and informational texts and disciplines;	with prompting and support determine theme and describe how characters respond to major events and challenges in a multi-paragraph text and make connections across literary and informational texts and disciplines;	retell literary and informational texts, identify story elements, key details, main ideas and theme; make connections between two individuals, events, ideas or texts;	retell literary and informational texts, identify story elements, key details and main ideas and make connections between two individuals, events, ideas or texts;	with prompting and support retell literary and informational texts, identify story elements, key details and main ideas and make connections between two individuals, events, ideas or texts;
describe how words and phrases supply rhythm, meaning and the overall structure; acknowledge differences in point of view and identify author's	identify how words and phrases determine meaning of text, distinguish between information provided by illustrations and words of the text and	develop vocabulary through questioning and text features, determine genre and narration, use illustrations and words to comprehend a range of	use questioning to develop vocabulary, recognize types of texts and identify the role of authors and illustrators to comprehend literary and informational	use questioning to develop vocabulary, recognize types of texts and, with prompting and support, identify the role of authors and illustrators to

purpose.	identify who is telling the story at various points in a text.	literary and informational texts.	texts.	comprehend literary and informational texts.
explain how images contribute to and clarify understanding; compare and contrast the key points in two or more versions of the same topic and describe how reasons support specific points the author makes;	with scaffolding, explain how images contribute to and clarify understanding; compare and contrast the key points in two or more versions of the same topic and describe how reasons support specific points the author makes;	compare and contrast key elements, similarities and central ideas in texts; describe relationships between texts and illustrations; and identify authors' supporting reasons in literary and informational texts;	with minimal scaffolding, compare and contrast key elements, similarities and central ideas; describe relationships between text and illustrations; and identify authors' supporting reasons in literary and informational texts;	with prompting and support, compare and contrast key elements, similarities and central ideas; describe relationships between text and illustrations; and identify authors' supporting reasons in literary and informational texts;
read and comprehend literary and informational text in the grades 2-3 text complexity band with scaffolding as needed at the high end of the range;	read and comprehend literary and informational text in the grades 2-3 text complexity band proficiently with scaffolding as needed;	read and comprehend literary and informational text with grade 1 complexity proficiently with scaffolding;	actively engage in reading experiences of literary and informational texts with purpose and understanding;	actively engage in group reading experiences of literary and informational texts with purpose and understanding;
use basic features of text proficiently and independently.	with prompting and support, use basic features of text proficiently.	recognize the distinguishing features of a sentence.	with prompting and support, recognize the distinguishing features of a sentence.	demonstrate directionality and word recognition; recognize and name all upper and lowercase letters of the alphabet.
use spoken words, syllables and sounds to convey ideas proficiently and independently.	use spoken words, syllables and sounds to convey ideas proficiently with prompting and support.	orally produce, isolate and segment phonemes and distinguish between short and long vowel sounds.	with prompting and support, orally produce, isolate and segment phonemes and distinguish between short and long vowel sounds.	recognize and produce rhyming words; count, segment, pronounce and blend onsets, rimes and syllables; pronounce all phonemes in three phoneme words; and

				substitute phonemes in one-syllable words to make new words.
distinguish long and short vowels when reading one-syllable words, know sound correspondences for vowel teams, identify words with inconsistent spelling, decode and spell two-syllable words with long vowels or affixes;	distinguish long and short vowels when reading one-syllable words, know spelling-sound correspondences for vowel teams, decode two-syllable words with long vowels or affixes;	use spelling sound correspondences and rules of syllabication to decode words including those with inflectional endings;	with prompting and support, use spelling sound correspondences and rules of syllabication to decode words including those with inflectional endings;	produce the primary sound for each consonant as well as for each long and short vowel; read high-frequency sight words; and distinguish word families by identifying sounds and letters that differ;
read above level text with accuracy and fluency to support comprehension.	read above level text with accuracy and fluency, using context and rereading as necessary, to support comprehension.	read on level text with sufficient accuracy, fluency, expression, purpose and understanding using context and rereading to self-correct.	with prompting and support, read above Kindergarten level text with sufficient accuracy, fluency, expression, purpose and understanding using context.	read emergent level text with purpose and understanding.

Cluster	**Key Ideas and Details**
Objectives	Students will
ELA.1.R.C1.1	ask and answer questions about key details in a literary text.
ELA.1.R.C1.2	retell stories, including key details and demonstrate understanding of their central message or lesson in literary texts.
ELA.1.R.C1.3	describe characters, settings and major events in a story, using key details in literary texts.
ELA.1.R.C1.4	ask and answer questions about key details in an informational text.
ELA.1.R.C1.5	identify the main topic and retell key details of an informational text.
ELA.1.R.C1.6	describe the connection between two individuals, events, ideas or pieces of information in an informational text.
Cluster	**Craft and Structure**
Objectives	Students will
ELA.1.R.C2.1	in literary texts, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
ELA.1.R.C2.2	explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of literary text types.
ELA.1.R.C2.3	identify who is telling the story at various points in a literary text.

ELA.1.R.C2.4	ask and answer questions to help determine or clarify the meaning of words and phrases in an informational text.
ELA.1.R.C2.5	know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in an informational text.
ELA.1.R.C2.6	distinguish between information provided by pictures or other illustrations and information provided by the words in an informational text.
Cluster	**Integration of Knowledge and Ideas**
Objectives	Students will
ELA.1.R.C3.1	use illustrations and details in a story to describe its characters, setting or events in literary texts.
ELA.1.R.C3.2	compare and contrast the adventures and experiences of characters in stories in literary texts.
ELA.1.R.C3.3	use the illustrations and details in a text to describe its key ideas in informational texts.
ELA.1.R.C3.4	identify the reasons an author gives to support points in an informational text.
ELA.1.R.C3.5	identify basic similarities in and differences between two informational texts on the same topic (e.g., in illustrations, descriptions or procedures).
Cluster	**Range of Readings and Level of Text Complexity**
Objectives	Students will
ELA.1.R.C4.1	with prompting and support, read prose and poetry of appropriate complexity for grade 1 in literary texts.
ELA.1.R.C4.2	with prompting and support, read informational texts appropriately complex for grade 1.
Cluster	**Print Concepts**
Objectives	Students will
ELA.1.R.C5.1	demonstrate understanding of the organization and basic features of print. • recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Cluster	**Phonological Awareness**
Objectives	Students will
ELA.1.R.C6.1	demonstrate understanding of spoken words, syllables and sounds (phonemes). • distinguish long from short vowel sounds in spoken single-syllable words. • orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words. • segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Cluster	**Phonics and Word Recognition**
Objectives	Students will
ELA.1.R.C7.1	know and apply grade-level phonics and word analysis skills in decoding words. • know the spelling-sound correspondences for common consonant digraphs. • decode regularly spelled one-syllable words. • know final -e and common vowel team conventions for representing long vowel sounds. • use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • decode two-syllable words following basic patterns by breaking the words into syllables.

	• read words with inflectional endings. • recognize and read grade-appropriate irregularly spelled words.
Cluster	**Fluency**
Objectives	Students will
ELA.1.R.C8.1	read with sufficient accuracy and fluency to support comprehension. • read on-level text with purpose and understanding. • read on-level text orally with accuracy, appropriate rate and expression on successive readings. • use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 1	**English Language Arts**			
Standard:	Writing			
Performance Descriptors ELA.PD.1.W				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
First grade students at distinguished level in writing: develop opinion and informative/explanatory texts; introduce a topic; use facts and definitions to develop points; use linking verbs to connect ideas and provide a conclusion; write well-elaborated narratives that recount events or sequence of events and describe actions, thoughts and feelings; focus on a topic, strengthen writing as needed by revising, editing and publish using a variety of digital tools;	First grade students at above mastery level in writing: develop opinion and informative/explanatory text; introduce a topic; use facts and definitions to develop points and write a concluding statement; write narratives that recount event or sequence of events and include details that describe actions, thoughts and feelings; focus on a topic and use a variety of digital tools to strengthen and publish writing;	First grade students at mastery level in writing: write opinion and informative/explanatory text, which name a topic, give details and include an introduction, support and closure; write narratives with appropriate sequence, details and transitional words; focus on a topic and use a variety of digital tools to strengthen and publish writing with guidance and support;	First grade students at partial mastery level in writing: use a combination of dictating and writing to compose opinion pieces about books, informative/explanatory pieces that state a main topic with supporting information and narrate a sequence of events; collaborate with peers and adults and use multiple digital tools to produce and publish their writings;	First grade students at novice level in writing: use a combination of drawing, dictating and writing to compose opinion pieces about books, informative/explanatory pieces that state a main topic with supporting information and narrate a sequence of events including their reactions to them; collaborate with peers and adults and use multiple digital tools to expand and publish their writings;

recall or gather information and answer questions to participate in shared research and writing projects.	recall or gather information and answer questions to participate in shared research and writing projects with minimal support from adults and peers.	work with adults and peers to recall or gather information and answer questions on a given topic to write a sequence of instructions in shared research and writing projects.	work with adults and peers to recall or gather information and answer questions on a given topic in shared research and writing projects.	demonstrate increasing ability to speak audibly and to express thoughts, feelings and ideas clearly using visuals for clarification when appropriate.

Cluster	**Text Types and Purposes**
Objectives	Students will
ELA.1.W.C9.1	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.
ELA.1.W.C9.2	write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.
ELA.1.W.C9.3	write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use transitional words to signal event order and provide some sense of closure.
Cluster	**Production and Distribution of Writing**
Objectives	Students will
ELA.1.W.C10.1	(Begins in Grade 3.)
ELA.1.W.C10.2	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.
ELA.1.W.C10.3	with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Cluster	**Research to Build and Present Knowledge**
Objectives	Students will
ELA.1.W.C11.1	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).
ELA.1.W.C11.2	with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
ELA.1.W.C11.3	(Begins in grade 4.)
Cluster	**Range of Writing**
Objectives	Students will
ELA.1.W.C12.1	(Begins in grade 3.)

Grade 1	**English Language Arts**			
Standard:	Speaking & Listening			
Performance Descriptors ELA.PD.1.SL				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
First grade students at distinguished level in speaking and listening: link comments to remarks of others, recount or describe key ideas or details, clarify comprehension and deepen understanding. speak audibly to tell stories and create audio recordings with appropriate facts and descriptive details to provide clarification.	First grade students at above mastery level in speaking and listening: link comments to remarks of others, recount or describe key ideas, gather additional information needed to clarify comprehension and to deepen understanding. speak audibly in complete sentences to tell stories with appropriate facts and descriptive details to provide clarification.	First grade students at mastery level in speaking and listening: build on conversations by responding to others with care and by asking questions to clarify and gather additional information. speak audibly in complete sentences to describe relevant details, expressing them clearly while using visuals for clarification when appropriate.	First grade students at partial mastery level in speaking and listening: continue conversations by asking and answering questions to clarify information. speak audibly to describe details, expressing them clearly while using visuals for clarification when appropriate.	First grade students at novice level in speaking and listening: follow rules to participate in and continue multiple conversations with diverse partners in small and large groups; ask and answer questions about key details of diverse media and seek help and clarify misunderstandings. speak clearly and audibly to describe knowledge and ideas and to express themselves, adding visual and verbal details with prompting and support.
Cluster	**Comprehension and Collaboration**			
Objectives	Students will			
ELA.1.SL.C13.1	participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. • 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). • build on others' talk in conversations by responding to the comments of others through multiple exchanges. • ask questions to clear up any confusion about the topics and texts under discussion.			
ELA.1.SL.C13.2	ask and answer questions about key details in a text read aloud or information presented orally or through other media.			
ELA.1.SL.C13.3	ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.			
Cluster	**Presentation of Knowledge and Ideas**			

Objectives	Students will
ELA.1.SL.C14.1	describe people, places, things and events with relevant details, expressing ideas and feelings clearly.
ELA.1.SL.C14.2	add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.
ELA.1.SL.C14.3	produce complete sentences when appropriate to task and situation.

Grade 1	**English Language Arts**			
Standard:	Language			
Performance Descriptors ELA.PD.1.L				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
First grade students at distinguished level in language: use collective nouns, irregular plural nouns, pronouns, irregular verbs, adjectives and adverbs correctly; produce, expand and rearrange sentences; use apostrophes to form contractions and possessives and consult reference materials as needed; use affixes, root words and meanings of individual words to determine the meaning of new words and compound words; consult reference sources for clarification; use adjectives and adverbs to describe.	First grade students at above mastery level in language: with prompting and support use collective nouns, irregular plural nouns, pronouns, irregular verbs, adjectives and adverbs correctly and rearrange sentences; use apostrophes to form contractions and to begin consulting reference materials as needed; use context clues to determine the meaning of new words using affixes, root words, different shades of meaning of words; use reference sources for clarification.	First grade students at mastery level in language: use nouns, pronouns, verbs, adjectives and conjunctions correctly in simple and compound sentences in response to prompts; use commas in dates and series; and draw on phonemic awareness to spell untaught words; use context clues, root words and inflectional forms to sort and determine the meaning of words or phrases, the different shades of meaning or intensity of words; use conjunctions to	First grade students at partial mastery level in language: with prompting and support use nouns, pronouns, verbs, adjectives and conjunctions correctly in simple and compound sentences in response to prompts; use commas in dates and series; and draw on phonemic awareness to spell untaught words; with prompting and support, use context clues, root words and inflectional forms to sort words and to determine the meanings of words or phrases, the different shades of meaning or intensity of	First grade students at novice level in language: print many letters, use nouns, verbs, prepositions, interrogatives and the formation of regular plural nouns to expand complete sentences in shared language activities; capitalize the first word in a sentence and the pronoun “I,” recognize and name end punctuation, write letter(s) for consonant and vowel sounds and spell simple words phonetically; use familiar words, inflections and affixes to determine or clarify unknown multiple meaning words and phrases; with adult guidance and support, sort objects, relate antonyms to verbs and

		signal relationships among words.	words and use conjunctions to signal relationships among words.	adjectives, identify real-life connections to words and act out verbs.

Cluster	**Conventions of Standard English**
Objectives	Students will
ELA.1.L.C15.1	demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • print all upper- and lowercase letters. • use common, proper and possessive nouns. • use singular and plural nouns with matching verbs in basic sentences (e.g., *he hops; we hop*). • use personal, possessive and indefinite pronouns (e.g., *i, me, my; they, them, their, anyone, everything*). • 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*). • use frequently occurring adjectives. • use frequently occurring conjunctions (e.g. and, *but or, so, because*). • use determiners (e.g., *articles, demonstratives*). • use frequently occurring prepositions (e.g., *during, beyond, toward*). • produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.
ELA.1.L.C15.2	demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. • capitalize dates and names of people. • use end punctuation for sentences. • use commas in dates and to separate single words in a series. • use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Cluster	**Knowledge of Language**
Objectives	Students will
ELA.1.L.C16.1	(Begins in grade 2.)
Cluster	**Vocabulary Acquisition and User**
Objectives	Students will
ELA.1.L.C17.1	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. • use sentence-level context as a clue to the meaning of a word or phrase. • use frequently occurring affixes as a clue to the meaning of a word. • identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
ELA.1.L.C17.2	with guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in

	word meanings. • sort words into categories (e.g., *colors, clothing*) to gain a sense of the concepts the categories represent. • 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*). • identify real-life connections between words and their use (e.g., note places at home that are *cozy*). • 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.
ELA.1.L.C17.3	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*).

English Language Arts – Grade 2

English Language Arts second grade students will continue to be immersed in a literacy-rich environment to encourage exploration of various literature and informational texts that are of appropriate complexity. They will apply skills of reading, writing, listening, speaking and media literacy across the curriculum. Students read with comprehension, communicate effectively, develop both literal and critical thinking skills and access information from various media forms. Second graders will develop from dependent to independent readers and will begin to make their own choices for recreational and informative reading. Active participation in meaningful experiences and developmentally appropriate and engaging environments will increase the student's ability to analyze and evaluate information and develop lifelong learning and global awareness. The West Virginia Standards for 21st Century Learning include the Next Generation West Virginia Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates content standards and objectives, learning skills and technology tools.

Grade 2	**English Language Arts**			
Standard:	Reading			
Performance Descriptors ELA.PD.2.R				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Second grade students at distinguished level in reading: refer explicitly to the text as the basis for answers, determine main idea, explain how it is conveyed /supported through key details and how actions and relationships contribute to events using language that pertains to time, sequence and cause and effect; determine word meaning distinguishing literal/nonliteral language, describe how parts of a	Second grade students at above mastery level in reading: with prompting and support refer to the text as the basis for answers, determine main idea, explain how it is conveyed/supported through key details and how actions and relationships contribute to events; determine word meaning distinguishing literal/nonliteral language, develop an understanding	Second grade students at mastery level in reading: determine theme and describe how characters respond to major events and challenges in a multi-paragraph text; make connections across literary and informational texts and disciplines; describe how words and phrases supply rhythm, meaning and the overall structure; acknowledge	Second grade students at partial mastery level in reading: with prompting and support determine theme and describe how characters respond to major events and challenges in a multi-paragraph text and make connections across literary and informational texts and disciplines; identify how words and phrases determine meaning of text, distinguish between information	Second grade students at novice level in reading: retell literary and informational texts, identify story elements, key details, main ideas and theme; make connections between two individuals, events, ideas or texts; develop vocabulary through questioning and text features, determine genre and narration, use

literary text build on previous sections, use search tools to locate relevant information and distinguish own point of view from that of author;	of how parts of a literary text build on previous sections, begin using search tools to locate relevant information and distinguish own point of view from that of author;	differences in point of view and identify author's purpose;	provided by illustrations and words of the text and identify who is telling the story at various points in a text;	illustrations and words to comprehend a range of literary and informational texts;
explain how illustrations contribute to what is conveyed through text, use information gained from illustrations and words to demonstrate understanding, describe connections between sentences and paragraphs, compare and contrast story elements in literary texts by the same author and key details presented in two informational texts on the same topic;	explain how illustrations contribute to what is conveyed through words, use information gained from illustrations and text to demonstrate understanding, compare and contrast story elements in literary texts by the same author and key details presented in two informational texts on the same topic;	explain how images contribute to and clarify understanding; compare and contrast the key points in two or more versions of the same topic and describe how reasons support specific points the author makes;	with scaffolding, explain how images contribute to and clarify understanding; compare and contrast the key points in two or more versions of the same topic and describe how reasons support specific points the author makes;	compare and contrast key elements, similarities and central ideas in texts; describe relationships between texts and illustrations; and identify authors' supporting reasons in literary and informational texts;
read and comprehend literary and informational text in the grades 2-3 text complexity band independently and proficiently;	read and comprehend literary and informational text proficiently in the grades 2-3 text complexity band with minimal scaffolding at the high end of the range;	read and comprehend literary and informational text in the grades 2-3 text complexity band proficiently with scaffolding as needed at the high end of the range;	read and comprehend literary and informational text in the grades 2-3 text complexity band proficiently with scaffolding as needed;	read and comprehend literary and informational text with appropriate complexity for grade 1 with prompting and support;
know the meaning of most common affixes and decode multisyllabic words and words with	know the meaning of most common affixes and decode multisyllabic words and words with	distinguish long and short vowels when reading one-syllable words, know sound correspondences for	distinguish long and short vowels when reading one-syllable words, know spelling-sound	use spelling sound correspondences and rules of syllabication to decode words including those with

Latin suffixes; read above level prose and poetry accurately and fluently to support comprehension.	Latin suffixes with scaffolding as needed; read above level prose and poetry accurately and fluently to support comprehension.	vowel teams, identify words with inconsistent spelling, decode and spell two-syllable words with long vowels or affixes; read on level prose and poetry accurately and fluently to support comprehension.	correspondences for vowel teams, decode two-syllable words with long vowels or affixes; read above first grade level with accuracy and fluency, using context and rereading as necessary to support comprehension.	inflectional endings; read with sufficient accuracy, fluency, expression, purpose and understanding using context and rereading to self-correct.

Cluster	**Key Ideas and Details**
Objectives	Students will
ELA.2.R.C1.1	ask and answer key ideas such questions as *who, what, where, when, why* and *how* to demonstrate understanding of key details in literary text.
ELA.2.R.C1.2	recount stories, including fables and folktales from diverse cultures and determine their central message, lesson or moral in literary text.
ELA.2.R.C1.3	describe how characters in a story respond to major events and challenges in literary text.
ELA.2.R.C1.4	ask and answer such questions as *who, what, where, when, why* and *how* to demonstrate understanding of key details in informational text.
ELA.2.R.C1.5	identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within informational text.
ELA.2.R.C1.6	describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in an informational text.
Cluster	**Craft and Structure**
Objectives	Students will
ELA.2.R.C2.1	describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) in literary text supply rhythm and meaning in a story, poem or song.
ELA.2.R.C2.2	describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action in literary text.
ELA.2.R.C2.3	acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud from literary text.
ELA.2.R.C2.4	determine the meaning of words and phrases in informational text relevant to a *grade 2 topic or subject area.*
ELA.2.R.C2.5	know and use various informational text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
ELA.2.R.C2.6	identify the main purpose of informational text, including what the author wants to answer, explain or describe

Cluster	**Integration of Knowledge and Ideas**
Objectives	Students will
ELA.2.R.C3.1	use information gained from the illustrations and words in a print or digital literary text to demonstrate understanding of its characters, setting or plot.
ELA.2.R.C3.2	compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures in a literary text.
ELA.2.R.C3.3	explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify an informational text.
ELA.2.R.C3.4	describe how reasons support specific points the author makes in an informational text.
ELA.2.R.C3.5	compare and contrast the most important points presented by two informational texts on the same topic.
Cluster	**Range of Reading and Level of Text Complexity**
Objectives	Students will
ELA.2.R.C4.1	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.
ELA.2.R.C4.2	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.
Cluster	**Phonics and Word Recognition**
Objectives	Students will
ELA.2.R.C7.1	know and apply grade-level phonics and word analysis skills in decoding words. • distinguish long and short vowels when reading regularly spelled one-syllable words. • know spelling-sound correspondences for additional common vowel teams. • decode regularly spelled two-syllable words with long vowels. • decode words with common prefixes and suffixes. • identify words with inconsistent but common spelling-sound correspondences. • recognize and read grade-appropriate irregularly spelled words.
Cluster	**Fluency**
Objectives	Students will
ELA.2.R.C8.1	read with sufficient accuracy and fluency to support comprehension. • read on-level text with purpose and understanding. • read on-level text orally with accuracy, appropriate rate and expression. • use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 2	**English Language Arts**			
Standard:	Writing			
Performance Descriptors ELA.PD.2.W				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Second grade students at	Second grade students at	Second grade students at	Second grade students at	Second grade students at

distinguished level in writing:	above mastery level in writing:	mastery level in writing:	partial mastery level in writing:	novice level in writing:
develop opinion and informative/explanatory texts; create an organizational structure that supports a point of view or opinion by listing reasons and details and by using phrases to connect ideas within categories while conveying ideas and information clearly; write narratives to develop real or imagined experiences or event sequences using effective technique, descriptive details, transitional phrases and dialogue to establish a situation and introduce a narrator and/or characters;	develop opinion and informative/explanatory texts; create an organizational structure that supports a point of view or opinion by listing reasons and details within categories while conveying ideas and information; write narratives that develop real or imagined experiences or sequence of events using effective techniques, descriptive details and transitional phrases to establish a situation and introduce characters;	develop opinion and informative/explanatory texts introduce a topic, use facts and definitions to develop points, use linking verbs to connect ideas and provide a concluding statement or section; write narratives that recount a well-elaborated event or sequence of events and describe actions, thoughts and feelings;	develop opinion and informative/explanatory text; introduce a topic, use facts and definitions to develop points and write a concluding statement; write narratives that recount event or sequence of events and include details that describe action, thoughts and feelings;	write opinion and informative/explanatory texts, which name a topic, give details and include an introduction, support and closure; write narratives with appropriate sequence, details and transitional words;
use technology to collaborate with others to plan organize, develop and publish writing appropriate to task and purpose with guidance and support from adults and peers;	use technology to collaborate with others to plan organize and develop writing appropriate to task with guidance and support from adults and peers;	focus on a topic and strengthen writing as needed by revising, editing and publishing, using a variety of digital tools;	focus on a topic and use a variety of digital tools to strengthen and publish writing;	focus on a topic and use a variety of digital tools to strengthen and publish writing with guidance and support;
conduct short research projects that build knowledge about a topic, take notes from print and	work with adults and peers to conduct short research projects that build knowledge about a topic	recall or gather information and answer questions to participate in shared research and	recall or gather information and answer questions to participate in shared research and	work with adults and peers to recall or gather information and answer questions on a given topic

digital sources and sort information into provided categories.	and take notes from print and digital sources.	writing projects.	writing projects with minimal support from adults and peers.	to write a sequence of instructions in shared research and writing projects.

Cluster	**Text Types and Purposes**
Objectives	Students will
ELA.2.W.C9.1	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.
ELA.2.W.C9.2	write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.
ELA.2.W.C9.3	write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use transitional words to signal event order and provide a sense of closure.
Cluster	**Production and Distribution of Writing**
Objectives	Students will
ELA.2.W.C10.1	(Begins in grade 3.)
ELA.2.W.C10.2	with guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
ELA.2.W.C10.3	with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Cluster	**Research to Build and Present Knowledge**
Objectives	Students will
ELA.2.W.C11.1	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).
ELA.2.W.C11.2	recall information from experiences or gather information from provided sources to answer a question.
ELA.2.W.C11.3	(Begins in grade 4.)
Cluster	**Range of Writing**
Objectives	Students will
ELA.2.W.C12.1	(Begins in grade 3.)

Grade 2	**English Language Arts**			
Standard:	Speaking & Listening			
Performance Descriptors ELA.PD.2.SL				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Second grade students at distinguished level in	Second grade students at above mastery level in	Second grade students at mastery level in speaking	Second grade students at partial mastery level in	Second grade students at novice level in speaking

speaking and listening: come to discussions prepared to stay on topic, explore ideas, check understanding, link and explain their own ideas, determine main ideas and supporting details presented visually, quantitatively and orally while offering elaboration and detail; report on a topic or text and create engaging recordings while speaking clearly at an understandable pace and emphasizing or enhancing certain facts or details with visual displays.	speaking and listening: come to discussions prepared to stay on task, explore ideas, check understanding, link and explain their own ideas, determine main ideas and supporting details presented visually, quantitatively and orally; report on a topic or text while speaking clearly at an understandable pace and emphasizing or enhancing certain facts or details with visual displays.	and listening: link comments to remarks of others, recount or describe key ideas or details, clarify comprehension and deepen understanding; speak audibly to tell stories and create audio recordings with appropriate facts and descriptive details to provide clarification.	speaking and listening: link comments to remarks of others, recount or describe key ideas, gather additional information needed to clarify comprehension and to deepen understanding; speak audibly in complete sentences to tell stories with appropriate facts and descriptive details to provide clarification.	and listening: build on conversations by responding to others with care and by asking questions to clarify and to gather additional information; speak audibly in complete sentences to describe relevant details, expressing them clearly while using visuals for clarification when appropriate.
Cluster	**Comprehension and Collaboration**			
Objectives	Students will			
ELA.2.SL.C13.1	participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. • 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). • 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.			
ELA.2.SL.C13.2	recount or describe key ideas or details from a text read aloud or information presented orally or through other media.			
ELA.2.SL.C13.3	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.			
Cluster	**Presentation of Knowledge and Ideas**			
Objectives	Students will			
ELA.2.SL.C14.1	tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.			
ELA.2.SL.C14.2	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.
ELA.2.SL.C14.3	produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Grade 2	**English Language Arts**			
Standard:	Language			
Performance Descriptors ELA.PD.2.L				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Second grade students at distinguished level in language: explain the functions of nouns, pronouns, verbs, adjectives, adverbs and conjunctions in sentences and produce complex sentences with subject-verb and pronoun–antecedent agreement; distinguish the literal/ nonliteral meanings and shades of meaning among related words that describe states of mind or degrees of certainty while acquiring and using conversational, general academic and domain-specific vocabulary.	Second grade students at above mastery level in language: explain the functions of nouns, pronouns, verbs, adjectives, adverbs and conjunctions in sentences; produce complex sentences and consult reference materials as needed; distinguish the literal/nonliteral meanings and shades of meanings among related words that describe states of mind or degrees of certainty while acquiring and using conversational and general academic vocabulary.	Second grade students at mastery level in language: use collective nouns, irregular plural nouns, pronouns, irregular verbs, adjectives and adverbs correctly; produce, expand and rearrange sentences; use apostrophes to form contractions and possessives; and consult reference materials as needed; use affixes, root words and meanings of individual words to determine the meaning of new words and compound words; consult reference sources for clarification; use adjectives and adverbs to describe.	Second grade students at partial mastery level in language: with prompting and support use collective nouns, irregular plural nouns, pronouns, irregular verbs, adjectives and adverbs correctly and rearrange sentences; use apostrophes to form contractions; and begin consulting reference materials as needed; use context clues to determine the meaning of new words using affixes, root words, different shades of meaning of words; use reference sources for clarification.	Second grade students at novice level in language: use nouns, pronouns, verbs, adjectives and conjunctions correctly in simple and compound sentences in response to prompts; use commas in dates and series; and draw on phonemic awareness to spell untaught words; use context clues, root words and inflectional forms to sort and determine the meaning of words or phrases and the different shades of meaning or intensity of words; use conjunctions to signal relationships among words.

Cluster	**Conventions of Standard English**
Objectives	Students will
ELA.2.L.C15.1	demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	• use collective nouns (e.g., *group*). • form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). • use reflexive pronouns (e.g., *myself, ourselves*). • form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). • use adjectives and adverbs and choose between them depending on what is to be modified. • produce, expand and rearrange complete simple and compound sentences (e.g., *the boy watched the movies; the little boy watched the movie; the action movie was watched by the little boy*).
ELA.2.L.C15.2	demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. • capitalize holidays, product names and geographic names. • use commas in greetings and closings of letters. • use an apostrophe to form contractions and frequently occurring possessives. • generalize learned spelling patterns when writing words (e.g., cage → badge; boy →boil). • consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Cluster	**Knowledge of Language**
Objectives	Students will
ELA.2.L.C16.1	use knowledge of language and its conventions when writing, speaking, reading or listening. • compare formal and informal uses of English.
Cluster	**Vocabulary Acquisition and Use**
Objectives	Students will
ELA.2.L.C17.1	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. • use sentence-level context as a clue to the meaning of a word or phrase. • determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). • use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). • use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). • use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
ELA.2.L.C17.2	demonstrate understanding of figurative language, word relationships and nuances in word meanings. • identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). • distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
ELA.2.L.C17.3	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*).

English Language Arts – Grade 3

English Language Arts third grade students learn, practice and apply strategies, which enable them to become literate, independent and self-directed learners. Students engage in rich and integrated literacy experiences embedded in meaningful context and developmentally appropriate practices; they respond to literary and informational texts of appropriate complexity using literal and critical comprehension skills as well as communication and media skills with increased emphasis on informational text and writing informative/explanatory and opinion pieces. Through inquiry and collaboration, these learners will expand their ability to analyze and evaluate information and develop as critical thinkers, taking responsibility for their own learning and connecting new information to existing knowledge then sharing this with various audiences. Students will interact with and respond to text in purposeful situations across the curriculum, create and access information in a variety of forms and media and expand 21st century skills. The West Virginia Standards for 21st Century Learning include the Next Generation West Virginia Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates content standards and objectives, learning skills and technology tools.

Grade 3	**English Language Arts**			
Standard:	Reading			
Performance Descriptors ELA.PD.3.R				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Third grade students at distinguished level in reading: refer to text to summarize, infer and determine main idea or theme; draw on specific, in-depth details to explain how inferences, main idea and theme are supported; allude to characters in mythology, use structural elements to explain major	Third grade students at above mastery level in reading: with prompting and support refer to text to summarize, infer and determine main idea or theme; draw on specific, in-depth details to explain how inferences, main idea and theme are supported; use structural elements to explain differences between poems, drama and	Third grade students at mastery level in reading: refer explicitly to the text as the basis for answers, determine main idea, explain how it is conveyed /supported through key details and how actions and relationships contribute to events using language that pertains to time, sequence and cause and effect; determine word meaning distinguishing literal/nonliteral language,	Third grade students at partial mastery level in reading: with prompting and support refer to the text as the basis for answers, determine main idea, explain how it is conveyed/supported through key details and how actions and relationships contribute to events; determine word meaning distinguishing literal/nonliteral language,	Third grade students at novice level in reading: determine theme and describe how characters respond to major events and challenges in a multi-paragraph text and make connections across literary and informational texts; describe how words and phrases supply rhythm, meaning and the overall structure; acknowledge

differences between poems, drama and prose and between events, procedures, ideas and concepts in a text; compare and contrast different accounts considering focus and information;	prose and between events, procedures, ideas and concepts in a text; compare and contrast different accounts considering focus and information;	describe how parts of a literary text build on previous sections, use search tools to locate relevant information and distinguish own point of view from that of author;	develop an understanding of how parts of a literary text build on previous sections, begin using search tools to locate relevant information and distinguish own point of view from that of author;	differences in point of view and identify author's purpose;
make connections between different texts, identify specific descriptions and directions, compare and contrast similar themes, topics and patterns of events and interpret infractions and explain how contribute to understandings; also integrate information from two texts on the same topic in order to speak and write knowledgably;	make connections between different texts, identify descriptions and directions; compare and contrast similar themes, topics and patterns of events and integrate information from two texts on the same topic in order to speak and write knowledgably;	explain how illustrations contribute to what is conveyed through text and use information gained from illustrations and words to demonstrate understanding, describe connections between sentences and paragraphs, compare and contrast story elements in literary texts by the same author and key details presented in two informational texts on the same topic;	explain how illustrations contribute to what is conveyed through words, use information gained from illustrations and text to demonstrate understanding and compare and contrast story elements in literary texts by the same author and key details presented in two informational texts on the same topic;	explain how images contribute to and clarify understanding; compare and contrast the key points in two or more versions of the same topic and describe how reasons support specific points the author makes;
read and comprehend literary and informational text in the grades 4-5 complexity band proficiently with scaffolding as needed at the high end of the range;	read and comprehend literary and informational text proficiently in the grades 4-5 text complexity band with scaffolding as needed;	read and comprehend literary and informational text in the grades 2-3 text complexity band independently and proficiently;	read and comprehend literary and informational text proficiently in the grades 2-3 text complexity band with minimal scaffolding as needed;	read and comprehend literary and informational text in the grades 2-3 text complexity band proficiently with scaffolding as needed;
use knowledge of letter-sound correspondences, syllabication patterns and	use knowledge of letter-sound correspondences, syllabication patterns and	know the meaning of most common affixes and decode multisyllabic	know the meaning of most common affixes and decode multisyllabic	distinguish long and short vowels when reading one-syllable words, know

morphology to read multisyllabic words in and out of context; read above level prose and poetry accurately and fluently to support comprehension.	morphology to read multisyllabic words in context; with scaffolding, read above level prose and poetry accurately and fluently to support comprehension.	words and words with Latin suffixes; read on level prose and poetry accurately and fluently to support comprehension.	words and words with Latin suffixes with scaffolding as needed; with scaffolding, read on level prose and poetry accurately and fluently to support comprehension.	sound correspondences for vowel teams, identify words with inconsistent spelling and decode and spell two-syllable words with long vowels or affixes; read below level prose and poetry accurately and fluently to support comprehension.

Cluster	**Key Ideas and Details**
Objectives	Students will
ELA.3.R.C1.1	ask and answer questions to demonstrate understanding of a literary text, referring explicitly to the text as the basis for the answers.
ELA.3.R.C1.2	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 literary text.
ELA.3.R.C1.3	describe characters in a literary story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.
ELA.3.R.C1.4	ask and answer questions to demonstrate understanding of an informational text, referring explicitly to the text as the basis for the answers.
ELA.3.R.C1.5	determine the main idea of an informational text; recount the key details and explain how they support the main idea.
ELA.3.R.C1.6	describe the relationship between a series of historical events, scientific ideas or concepts or steps in technical procedures in an informational text, using language that pertains to time, sequence and cause/effect.
Cluster	**Craft and Structure**
Objectives	Students will
ELA.3.R.C2.1	determine the meaning of words and phrases as they are used in a literary text, distinguishing literal from nonliteral language.
ELA.3.R.C2.2	refer to parts of stories, dramas and poems when writing or speaking about a literary text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections.
ELA.3.R.C2.3	distinguish their own point of view from that of the narrator or those of the characters in a literary text.
ELA.3.R.C2.4	determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a *grade 3 topic or subject area.*
ELA.3.R.C2.5	use informational text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently

ELA.3.R.C2.6	distinguish their own point of view from that of the author of an informational text.
Cluster	**Integration and Knowledge of Ideas**
Objectives	Students will
ELA.3.R.C3.1	explain how specific aspects of a literary 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).
ELA.3.R.C3.2	compare and contrast the themes, settings and plots of literary stories written by the same author about the same or similar characters (e.g., in books from a series).
ELA.3.R.C3.3	use information gained from illustrations (e.g., maps, photographs) and the words in an informational text to demonstrate understanding of the text (e.g., where, when, why and how key events occur).
ELA.3.R.C3.4	describe the logical connection between particular sentences and paragraphs in an informational text (e.g., comparison, cause/effect, first/second/third in a sequence).
ELA.3.R.C3.5	compare and contrast the most important points and key details presented in two informational texts on the same topic.
Cluster	**Range of Reading and Level of Text Complexity**
Objectives	Students will
ELA.3.R.C4.1	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.
ELA.3.R.C4.2	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.
Cluster	**Phonics and word Recognition**
Objectives	Students will
ELA.3.R.C7.1	know and apply grade-level phonics and word analysis skills in decoding words. • identify and know the meaning of the most common prefixes and derivational suffixes. • decode words with common latin suffixes. • decode multisyllable words. • read grade-appropriate irregularly spelled words.
Cluster	**Fluency**
Objectives	Students will
ELA.3.R.C8.1	read with sufficient accuracy and fluency to support comprehension. • read on-level text with purpose and understanding. • read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings. • use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 3	**English Language Arts**			
Standard:	Writing			
Performance Descriptors ELA.PD.3.W				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Third grade students at distinguished level in writing: develop opinion and informative/explanatory text clearly in which supporting facts, concrete details and quotations related to the topic are grouped in paragraphs to support the writer's purpose; use precise language and domain-specific vocabulary; write narratives that orient the reader by establishing a situation; use concrete words and phrases, sensory details and transitional words and phrases to convey the sequence of events; provide a logical conclusion; use the Internet and sufficient keyboarding skills to produce and publish in one sitting a clear and coherent writing appropriate to audience;	Third grade students at above mastery level in writing: develop opinion and informative/explanatory text clearly in which supporting facts and concrete details related to the topics are grouped in paragraphs to support writer's purpose; use precise vocabulary; write narratives that use concrete words or phrases, sensory details and transitional words and phrases to convey the sequence of events; use the Internet and keyboarding skills to produce a clear and coherent writing appropriate to audience with guidance and support from adults;	Third grade students at mastery level in writing: develop opinion and informative/explanatory text; create an organizational structure that supports a point of view or opinion by listing reasons and details and by using phrases to connect ideas within categories while conveying ideas and information clearly; write narratives to develop real or imagined experiences or event sequences using effective technique, descriptive details, transitional phrases and dialogue to establish a situation and introduce a narrator and/or characters; use technology to interact and collaborate with others to plan organize develop and publish writing appropriate to task and purpose with guidance and support from adults and	Third grade students at partial mastery in writing: develop opinion and informative/explanatory text; create an organizational structure that supports a point of view or opinion by listing reasons and details within categories while conveying ideas and information; write narratives that develop real or imagined experiences or sequence of events using effective techniques, descriptive details and transitional phrases to establish a situation and introduce characters; use technology to collaborate with others to plan organize and develop writing appropriate to task with guidance and support from adults and peers;	Third grade students at novice level in writing: develop opinion and informative/explanatory text; introduce a topic, use facts and definitions to develop points, use linking verbs to connect ideas and provide a conclusion; write well-elaborated narratives that recount a event or sequence of events and describe actions, thoughts and feelings; focus on a topic and strengthen writing as needed by revising, editing and publishing using a variety of digital tools;

		peers;		
investigate different aspects of a topic to categorize relevant information drawn from literary and informational texts to support analysis, reflection and research and provide a list of sources;	investigate different aspects of a topic to categorize relevant information drawn from literary and informational texts to support research and provide a list of sources;	conduct short research projects that build knowledge about a topic, take notes from print and digital sources and sort information into provided categories;	work with adults and peers to conduct short research projects that build knowledge about a topic; take notes from print and digital sources;	recall or gather information and answer questions to participate in shared research and writing projects;
write routinely over short and extended time frames for a range of discipline-specific tasks, purposes and audiences.	write routinely over short and extended time frames for a range of discipline-specific tasks, purposes and audiences.	write routinely over short and extended time frames for a range of discipline-specific tasks, purposes and audiences.	write routinely over short and extended time frames for a range of discipline-specific tasks, purposes and audiences.	write routinely over short and extended time frames for a range of discipline-specific tasks, purposes and audiences.

Cluster	**Text Types and Purposes**
Objectives	Students will
ELA.3.W.C9.1	write opinion pieces on topics or texts, supporting a point of view with reasons. • introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons. • provide reasons that support the opinion. • use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. • provide a concluding statement or section.
ELA.3.W.C9.2	write informative/explanatory texts to examine a topic and convey ideas and information clearly • introduce a topic and group related information together; include illustrations when useful to aiding comprehension. • develop the topic with facts, definitions and details. • use linking words and phrases (e.g., *also*, *another* and, *more*, *but*) to connect ideas within categories of information. • provide a concluding statement or section.
ELA.3.W.C9.3	write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. • establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. • use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations. • use transitional words and phrases to signal event order. • provide a sense of closure.

Cluster	**Production and Distribution of Writing**
Objectives	Students will
ELA.3.W.C10.1	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 objectives in text types and purposes.)
ELA.3.W.C10.2	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 objectives up to and including grade 3).
ELA.3.W.C10.3	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.
Cluster	**Research to Build and Present Knowledge**
Objectives	Students will
ELA.3.W.C11.1	conduct short research projects that build knowledge about a topic.
ELA.3.W.C11.2	recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
ELA.3.W.C11.3	(Begins in grade 4.)
Cluster	**Range of Writing**
Objectives	Students will
ELA.3.W.C12.1	write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Grade 3	**English Language Arts**			
Standard:	Speaking & Listening			
Performance Descriptors ELA.PD.3.SL				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Third grade students at distinguished level in speaking and listening: carry out assigned roles while posing and responding to specific questions to clarify or follow up on information, make comments that contribute to the discussion and paraphrase portions of the presentation to review	Third grade students at above mastery level in speaking and listening: carry out assigned roles while posing and responding to specific questions to clarify or follow up on information and make comments that contribute to the discussion;	Third grade students at mastery level in speaking and listening: come to discussions prepared to stay on topic, explore ideas, check understanding, link and explain their own ideas, determine main ideas and supporting details presented visually, quantitatively and orally	Third grade students at partial mastery level in speaking and listening: come to discussion prepared to stay on task, explore ideas, check understanding, link and explain their own ideas, determine main ideas and supporting details presented visually, quantitatively and orally;	Third grade students at novice level in speaking and listening: link comments to remarks of others, recount or describe key ideas or details, clarify comprehension and deepen understanding;

key ideas and supporting details; add appropriate audio and visual displays to presentations to enhance development and to support main ideas or themes in an organized manner and differentiate between formal and informal situations.	add appropriate audio and/or visual displays to presentations to enhance development and to support main ideas or themes in an organized manner.	while offering elaboration and detail; report on a topic or text and create engaging recordings while speaking clearly at an understandable pace and emphasizing or enhancing certain facts or details with visual displays.	report on a topic or text while speaking clearly at an understandable pace and emphasizing or enhancing certain facts or details with visual displays.	speak audibly to tell stories and create audio recordings with appropriate facts and descriptive details to provide clarification.

Cluster	**Comprehension and Collaboration**
Objectives	Students will
ELA.3.SL.C13.1	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. • 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. • 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). • ask questions to check understanding of information presented, stay on topic and link their comments to the remarks of others. • explain their own ideas and understanding in light of the discussion.
ELA.3.SL.C13.2	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.
ELA.3.SL.C13.3	ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Cluster	**Presentation of Knowledge and Ideas**
Objectives	Students will
ELA.3.SL.C14.1	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.
ELA.3.SL.C14.2	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.
ELA.3.SL.C14.3	speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Grade 3	**English Language Arts**			
Standard:	Language			
Performance Descriptors ELA.PD.3.L				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Third grade students at distinguished level in language: form and use relative pronouns and adverbs; form and order adjectives; use verbs, conjunctions and prepositional phrases to produce correct and complete complex sentences; correct sentence fragments, run-ons and frequently confused words; convey ideas precisely, choose punctuation for effect and differentiate between formal and informal situations. use common Greek and Latin affixes and roots to determine meaning; consult reference materials to find the pronunciation and precise meaning of key words; demonstrate understanding of figurative language, synonyms and antonyms; acquire and use	Third grade students at above mastery level in language: form and use pronouns, verbs, adjectives, adverbs, conjunctions and prepositional phrases to produce correct and complete complex sentences; convey ideas, choose punctuation for effect and differentiate between formal and informal situations. use common Greek and Latin affixes and roots to determine meaning, consult reference materials to find the pronunciation and precise meaning of key words and demonstrate understanding of figurative language, synonyms and antonyms.	Third grade students at mastery level in language: explain the functions of nouns, pronouns, verbs, adjectives, adverbs and conjunctions in sentences and produce complex sentences with subject-verb and pronoun–antecedent agreement; choose words and phrases for effect and recognize differences between conventions of spoken and written standard English. distinguish the literal/ nonliteral meanings and shades of meaning among related words that describe states of mind or degrees of certainty while acquiring and using conversational, general academic and domain-specific vocabulary.	Third grade students at partial mastery level in language: explain the functions of nouns, pronouns, verbs, adjectives, adverbs and conjunctions in sentences; produce complex sentences and consult reference materials as needed; recognize differences between conventions of spoken and written standard English. distinguish the literal/nonliteral meanings and shades of meanings among related words that describe states of mind or degrees of certainty while acquiring and using conversational and general academic vocabulary.	Third grade students at novice level in language: use collective nouns, irregular plural nouns, pronouns, irregular verbs, adjectives and adverbs correctly; produce, expand and rearrange sentences; use apostrophes to form contractions and possessives and consult reference materials as needed; compare formal and informal uses of English. use affixes, root words and meanings of individual words to determine the meaning of new words and compound words; consult reference sources for clarification; use adjectives and adverbs to describe.

words and phrases that signal precise actions, emotions or states of being.				

Cluster	**Conventions of Standard English**
Objectives	Students will
ELA.3.L.C15.1	demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences. • form and use regular and irregular plural nouns. • use abstract nouns (e.g., *childhood*). • form and use regular and irregular verbs. • form and use the simple (e.g., *i walked; i walk; i will walk*) verb tenses. • ensure subject-verb and pronoun-antecedent agreement. • form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified. • use coordinating and subordinating conjunctions. • produce simple, compound and complex sentences.
ELA.3.L.C15.2	demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. • capitalize appropriate words in titles. • use commas in addresses. • use commas and quotation marks in dialogue. • form and use possessives. • use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). • use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. • consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Cluster	**Knowledge of Language**
Objectives	Students will
ELA.3.L.C16.1	use knowledge of language and its conventions when writing, speaking, reading or listening. • choose words and phrases for effect. • recognize and observe differences between the conventions of spoken and written standard English.
Cluster	**Vocabulary Acquisition and Use**
Objectives	Students will
ELA.3.L.C17.1	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. • use sentence-level context as a clue to the meaning of a word or phrase. • 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*). • use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). • use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
ELA.3.L.C17.2	demonstrate understanding of word relationships and nuances in word meanings. • distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). • identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). • distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
ELA.3.L.C17.3	acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and transitional relationships (e.g., *after dinner that night we went looking for them*).

English Language Arts – Grade 4

English Language Arts fourth grade students will develop as readers and writers who are independent, self-directed critical thinkers, who take responsibility for their learning, connect new information to existing knowledge, develop positive habits of learning and work collaboratively to utilize information. Across all content areas, students critically analyze and evaluate what they read, create effective oral, written and multimedia communication in a variety of forms and contexts with increased emphasis on informational text and informative/explanatory and opinion writing. They access and integrate information using a variety of media sources and use listening as a comprehension strategy. At this level, students should enjoy a variety of opportunities to interact with 21st Century skills and a wide range of literary and informational text of appropriate complexity and with increasing emphasis on informational text, building the foundation for lifelong reading. The West Virginia Standards for 21st Century Learning include the Next Generation West Virginia Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates content standards and objectives, learning skills and technology tools.

Grade 4	**English Language Arts**			
Standard:	Reading			
Performance Descriptors ELA.PD.4.R				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Fourth grade students at distinguished level in reading: determine theme, compare and contrast two or more characters, settings or events drawing on details in a literary text; determine two or more main ideas and explain the relationships/interactions between individuals, events ideas or concepts based on specific information in informational text and quote accurately from literary and informational	Fourth grade students at above mastery level in reading: determine theme, compare and contrast two or more characters, settings or events drawing on details in a literary text; determine two or more main ideas and explain the relationships/interactions between individuals, events, ideas or concepts based on information in informational text;	Fourth grade students at mastery level in reading: refer to text to summarize, infer and determine main idea or theme; draw on specific, in-depth details to explain how inferences, main idea and theme are supported;	Fourth grade students at partial mastery level in reading: with prompting and support refer to text to summarize, infer and determine main idea or theme; draw on specific, in-depth details to explain how inferences, main idea and theme are supported;	Fourth grade students at novice level in reading: refer explicitly to the text as the basis for answers, determine main idea, explain how it is conveyed /supported through key details and how actions and relationships contribute to events using language that pertains to time, sequence and cause and effect;

text; determine the meaning of figurative language; compare and contrast overall structure of two or more literary and informational texts; analyze multiple accounts of the same event or topic and note similarities and differences in point of view; explain how chapters, scenes or stanzas fit together; draw on information from multiple print and digital sources; demonstrate the ability to locate answers quickly and efficiently; identify reasons and evidence that support points made by an author; analyze how visual and multimedia elements contribute to meaning, tone or beauty of a text; compare and contrast stories in the same genre; read and comprehend literary and informational text grades 4-5 text complexity band	compare and contrast overall structure of two or more literary and informational texts; analyze multiple accounts of the same event or topic; draw on information from multiple print and digital sources to demonstrate the ability to locate answers identify supporting reasons to solve problems, compare and contrast stories in the same genre; read and comprehend literary and informational text proficiently in the grades 4-5 text complexity	allude to characters in mythology, use structural elements to explain major differences between poems, drama and prose and between events, procedures, ideas and concepts in a text; compare and contrast different accounts considering focus and information; make connections between different texts; identify specific descriptions and directions, compare and contrast similar themes, topics and patterns of events and interpret infractions and explain how they contributes to understandings; integrate information from two texts on the same topic in order to speak and write knowledgably. read and comprehend literary and informational text in the grades 4-5 text complexity band	use structural elements to explain differences between poems, drama and prose and between events, procedures, ideas and concepts in a text; compare and contrast different accounts considering focus and information; make connections between different texts; identify descriptions and directions and compare and contrast similar themes, topics and patterns of events; integrate information from two texts on the same topic in order to speak and write knowledgably. read and comprehend literary and informational text in the grades 4-5 text complexity band with	determine word meaning distinguishing literal/nonliteral language, describe how parts of a literary text build on previous sections, use search tools to locate relevant information and distinguish own point of view from that of author; explain how illustrations contribute to what is conveyed through text, use information gained from illustrations and words to demonstrate understanding, describe connections between sentences and paragraphs and compare and contrast story elements in literary texts by the same author and key details presented in two informational texts on the same topic. read and comprehend literary and informational text in the grades 2-3 text complexity band

Independently and proficiently. apply grade level phonics analysis skills to decode words; read above level prose and poetry accurately and fluently to support comprehension.	band with minimal scaffolding at the high end of the range. apply phonic analysis skills to decode words; with scaffolding, read above level prose and poetry accurately and fluently to support comprehension.	proficiently with scaffolding needed at the high end of the range. use knowledge of letter-sound correspondences, syllabication patterns and morphology to read multisyllabic words in and out of context; read on level prose and poetry accurately and fluently to support comprehension.	minimal scaffolding as needed. use knowledge of letter-sound correspondences, syllabication patterns and morphology to read multisyllabic words in context; with scaffolding, read on level prose and poetry accurately and fluently to support comprehension.	proficiently with scaffolding as needed. know the meaning of most common affixes and decode multisyllabic words and words with Latin suffixes; read below level prose and poetry accurately and fluently to support comprehension.

Cluster	**Key Ideas and Details**
Objectives	Students will
ELA.4.R.C1.1	refer to details and examples in a literary text when explaining what the text says explicitly and when drawing inferences from the text.
ELA.4.R.C1.2	determine a theme of a story, drama or poem from details in the literary text; summarize the text.
ELA.4.R.C1.3	describe in depth a character, setting or event in a story or drama, drawing on specific details in the literary text (e.g., a character's thoughts, words or actions).
ELA.4.R.C1.4	refer to details and examples in an informational text when explaining what the text says explicitly and when drawing inferences from the text.
ELA.4.R.C1.5	determine the main idea of an informational text and explain how it is supported by key details; summarize the text.
ELA.4.R.C1.6	explain events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the informational text.
Cluster	**Craft and Structure**
Objectives	Students will
ELA.4.R.C2.1	determine the meaning of words and phrases as they are used in a literary text, including those that allude to significant characters found in mythology (e.g., herculean).
ELA.4.R.C2.2	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 literary text.
ELA.4.R.C2.3	compare and contrast the point of view from which different literary texts are narrated, including the difference between first-

	and third-person narrations.
ELA.4.R.C2.4	determine the meaning of general academic and domain-specific words or phrases in an informational text relevant to a *grade 4 topic or subject area.*
ELA.4.R.C2.5	describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in an informational text or part of an informational text.
ELA.4.R.C2.6	compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in informational text.
Cluster	**Integration of Knowledge and Ideas**
Objectives	Students will
ELA.4.R.C3.1	make connections between the text of a story or drama and a visual or oral presentation of the literary text, identifying where each version reflects specific descriptions and directions in the text.
ELA.4.R.C3.2	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, traditional literature and literary text from different cultures.
ELA.4.R.C3.3	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 informational text in which it appears.
ELA.4.R.C3.4	explain how an author uses reasons and evidence to support particular points in an informational text.
ELA.4.R.C3.5	integrate information from two informational texts on the same topic in order to write or speak about the subject knowledgeably.
Cluster	**Range of Reading and Level of Text Complexity**
Objectives	Students will
ELA.4.R.C4.1	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.
ELA.4.R.C4.2	by the end of the 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.
Cluster	**Phonics and Word Recognition**
Objectives	Students will
ELA.4.R.C7.1	know and apply grade-level phonics and word analysis skills in decoding words. • 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.
Cluster	**Fluency**
Objectives	Students will
ELA.4.R.C8.1	read with sufficient accuracy and fluency to support comprehension. • read on-level text with purpose and understanding. • read on-level prose and poetry orally with accuracy, appropriate rate and expression. • use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 4	**English Language Arts**			
Standard:	Writing			
Performance Descriptors ELA.PD.4.W				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Fourth grade students at distinguished level in writing: develop opinion and informative / explanatory texts organized to a specific topic in a clear, logical order; transition from the topic to supporting details using appropriate language and domain-specific vocabulary; provide a concluding statement related to the information presented; write narratives that orient the reader by establishing a situation; use concrete words and phrases using narrative techniques such as pacing and dialogue to show characters' response to situations; with guidance and collaboration, organize and produce clear, coherent writings appropriate for	Fourth grade students at above mastery level in writing: develop opinion and informative/explanatory texts organized to a specific topic in a clear, logical order; use appropriate language and domain-specific vocabulary; provide a concluding statement related to the information presented; write narratives that orient the reader by establishing a situation; use concrete words, phrases or clauses to convey sequence of events to show characters' response to situations; with guidance and collaboration, organize and produce clear, coherent writings appropriate for	Fourth grade students at mastery level in writing: develop opinion and informative/explanatory texts clearly in which supporting facts, concrete details and quotations related to the topic are grouped in paragraphs and sections linked within categories to support the writer's purpose; use precise language and domain-specific vocabulary; write narratives that orient the reader by establishing a situation; use concrete words and phrases, sensory details and transitional words and phrases to convey the sequence of events; provide a logical conclusion; use the Internet and sufficient keyboarding skills to produce and publish clear and coherent	Fourth grade students at partial mastery level in writing: develop opinion and informative/explanatory texts clearly in which supporting facts and concrete details related to the topics are grouped in paragraphs to support writer's purpose; use precise vocabulary; write narratives that use concrete words or phrases, sensory details and transitional words and phrases to convey the sequence of events; use the Internet and keyboarding skills to produce clear and coherent writings appropriate;	Fourth grade students at partial mastery level in writing: develop opinion and informative/explanatory texts with organizational structure that supports a point of view or opinion by listing reasons and details and by using phrases to connect ideas within categories while conveying ideas and information clearly; write narratives to develop real or imagined experiences or event sequences using effective technique, descriptive details, transitional phrases and dialogue to establish a situation and introduce a narrator and/or characters; use technology to interact and collaborate with others to plan organize, develop and publish writings

task and audience; strengthen writing by editing, revising, rewriting; use technology, including the Internet, to produce and publish;	task and audience; strengthen writing by editing, revising, rewriting; use technology, including the Internet;	writings appropriate to audience;		appropriate to task and purpose with guidance and support from adults and peers;
use several sources to conduct short research projects, summarize and paraphrase gathered information in notes, use reasons and evidence to support analysis and research and provide a list of sources in the finished work;	use a moderate amount of sources to conduct short research projects, summarize gathered information in notes, use evidence to support analysis and research and provide a list of sources in the finished work;	investigate different aspects of a topic to categorize relevant information drawn from literary and informational texts to support analysis, reflection and research; provide a list of sources;	investigate different aspects of a topic to categorize relevant information drawn from literary and informational texts to support research; provide a list of sources;	conduct short research projects that build knowledge about a topic, take notes from print and digital sources and sort information into provided categories;
write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.	write routinely over short and extended time frames for research-based projects for specific tasks, purposes and audiences.	write routinely over short and extended time frames for a range of discipline-specific tasks, purposes and audiences.	write routinely over short and extended time frames for a range of discipline-specific tasks, purposes and audiences.	write routinely over short and extended time frames for a range of discipline-specific tasks, purposes and audiences.

Cluster	**Text Types and Purposes**
Objectives	Students will
ELA.4.W.C9.1	write opinion pieces on topics or texts, supporting a point of view with reasons and information. • 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. • provide reasons that are supported by facts and details. • link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*). • provide a concluding statement or section related to the opinion presented.
ELA.4.W.C9.2	write informative/explanatory texts to examine a topic and convey ideas and information clearly. • 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. • develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.

	• link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*). • use precise language and domain-specific vocabulary to inform about or explain the topic. • provide a concluding statement or section related to the information or explanation presented.
ELA.4.W.C9.3	write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. • orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • use dialogue and description to develop experiences and events or show the responses of characters to situations. • use a variety of transitional words and phrases to manage the sequence of events. • use concrete words and phrases and sensory details to convey experiences and events precisely. • provide a conclusion that follows from the narrated experiences or events.
Cluster	**Production and Distribution of Writings**
Objectives	Students will
ELA.4.W.C10.1	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 objectives in text types and purposes.)
ELA.4.W.C10.2	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 objectives up to and including grade 4).
ELA.4.W.C10.3	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.
Cluster	**Research to Build and Present Knowledge**
Objectives	Students will
ELA.4.W.C11.1	conduct short research projects that build knowledge through investigation of different aspects of a topic.
ELA.4.W.C11.2	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.
ELA.4.W.C11.3	draw evidence from literary or informational texts to support analysis, reflection and research. • apply *grade 4 reading objectives* 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]."). • apply *grade 4 reading objectives* to informational texts (e.g., "explain how an author uses reasons and evidence to support particular points in a text.").
Cluster	**Range of Writing**
Objectives	Students will
ELA.4.W.C12.1	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	**English Language Arts**			
Standard:	Speaking & Listening			
Performance Descriptors ELA.PD.4.SL				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Fourth grade students at distinguished level in speaking and listening: come prepared to a collaborative discussion and draw from information read or studied; summarize a written text and points a speaker makes and explain how each claim is supported; make comments, elaborate on the remarks of others and draw conclusions based on new information; report on a topic or present an opinion using a logical sequence of events; adapt speech to a variety of contexts and tasks; support the main idea with appropriate facts and sufficient details; speak clearly and enhance presentation with multimedia and visual displays.	Fourth grade students at above mastery level in speaking and listening: come prepared to a collaborative discussion and draw from information read or studied; summarize a written text and points a speaker makes and explain how each claim is supported; make comments and elaborate on the remarks of others based on new information. report on a topic or present an opinion using a logical sequence of events; support the main idea with appropriate facts, speak clearly and enhance presentations with multimedia and visual displays.	Fourth grade students at mastery level in speaking and listening: carry out assigned roles while posing and responding to specific questions to clarify or follow up on information, make comments that contribute to the discussion and paraphrase portions of the presentation to review key ideas and supporting details; add appropriate audio and visual displays to presentations to enhance development and to support main ideas or themes in an organized manner and differentiate between formal and informal situations.	Fourth grade students at partial mastery level in speaking and listening: carry out assigned roles while posing and responding to specific questions to clarify or follow up on information and make comments that contribute to the discussion; add appropriate audio and/or visual displays to presentations to enhance development and to support main ideas or themes in an organized manner.	Fourth grade students at novice level in speaking and listening: come to discussions prepared to stay on topic, explore ideas, check understanding, link and explain their own ideas, determine main ideas and supporting details presented visually, quantitatively and orally while offering elaboration and detail; report on a topic or text and create engaging recordings while speaking clearly at an understandable pace emphasizing or enhancing certain facts or details with visual displays.
Cluster	**Comprehension and Collaboration**			
Objectives	Students will			
ELA.4.SL.C13.1	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. • 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. • follow agreed-upon rules for discussions and carry out assigned roles. • 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. • review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
ELA.4.SL.C13.2	paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
ELA.4.SL.C13.3	identify the reasons and evidence a speaker provides to support particular points.
Cluster	**Presentation of Knowledge and Ideas**
Objectives	Students will
ELA.4.SL.C14.1	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.
ELA.4.SL.C14.2	add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
ELA.4.SL.C14.3	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 objectives for specific expectations.)

Grade 4	**English Language Arts**			
Standard:	Language			
Performance Descriptors ELA.PD.4.L				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Fourth grade students at distinguished level in language: explain function of conjunctions, prepositions and interjections; form and use the perfect verb tenses; use commas to set off items in a series, introductory elements, tag questions and to indicate	Fourth grade students at above mastery level in language: explain function of conjunctions, prepositions and interjections; use commas to punctuate items in a series;	Fourth grade students at mastery level in language: form and use relative pronouns and adverbs; form and order adjectives; use verbs, conjunctions and prepositional phrases to produce correct and complete sentences; correct sentence fragments,	Fourth grade students at partial mastery level in language: form and use pronouns, verbs, adjectives, adverbs, conjunctions and prepositional phrases to produce correct and complete sentences;	Fourth grade students at novice level in language: explain the function of nouns, pronouns, verbs, adjectives, adverbs and conjunctions in sentences and produce complex sentences with subject-verb and pronoun–antecedent agreement;

direct address;		run-ons and frequently confused words;		
expand, combine and reduce sentences for meaning, interest and style while comparing and contrasting language used in stories, dramas or poems and differentiate between formal and informal situations;	combine and reduce sentences for meaning, interest and style and differentiate between formal and informal situations;	convey ideas precisely, choose punctuation for effect and differentiate between formal and informal situations;	choose punctuation for effect and differentiate between formal and informal situations;	choose words and phrases for effect and recognize differences between conventions of spoken and written standard English;
interpret figurative language and use the relationship between particular words to better understand each; acquire and use general academic and domain-specific words and phrases that signal contrast, addition and other logical relationships.	demonstrate an understanding of figurative language and use the relationship between particular words to better understand each; acquire general and domain-specific words and phrases that signal precise actions, emotions or states of being.	use common Greek and Latin affixes and roots to determine meaning; consult reference materials to find the pronunciation and precise meaning of key words; demonstrate understanding of figurative language, synonyms and antonyms; acquire and use words and phrases that signal precise actions, emotions or states of being.	use common Greek and Latin affixes and roots to determine meanings, consult reference materials to find the pronunciation and precise meaning of key words and demonstrate understanding of figurative language, synonyms and antonyms.	distinguish the literal/nonliteral meanings and shades of meaning among related words that describe states of mind or degrees of certainty while acquiring and using conversational, general academic and domain-specific vocabulary.

Cluster	**Conventions of Standard English**
Objectives	Students will
ELA.4.L.C15.1	demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why,*). • form and use the progressive (e.g., *i was walking; i am walking; i will be walking*) verb tenses. • use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. • order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). • form and use prepositional phrases. • produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

	• correctly use frequently confused words (e.g., *to, too, two; there, their*).
ELA.4.L.C15.2	demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. • use correct capitalization. • use commas and quotation marks to mark direct speech and quotations from a text. • use a comma before a coordinating conjunction in a compound sentence. • spell grade-appropriate words correctly, consulting references as needed.
Cluster	**Knowledge of Language**
Objectives	Students will
ELA.4.L.C16.1	use knowledge of language and its conventions when writing, speaking, reading or listening. • choose words and phrases to convey ideas precisely. • choose punctuation for effect. • differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
Cluster	**Vocabulary Acquisition and Use**
Objectives	Students will
ELA.4.L.C17.1	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. • use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase. • use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). • 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.
ELA.4.L.C17.2	demonstrate understanding of figurative language, word relationships and nuances in word meanings. • explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. • recognize and explain the meaning of common idioms, adages and proverbs. • demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
ELA.4.L.C17.3	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).

English Language Arts – Grade 5

English Language Arts fifth grade students expand and strengthen knowledge and skills learned in earlier grades in a literacy-rich environment that integrates reading, writing, speaking and listening and language in engaging and authentic experiences. Students apply comprehension, writing and vocabulary skills and strategies, which will enable them to critically judge literary and informational texts across the curriculum, with increased emphasis on informational texts. Fifth grade students continue to read literary and informational texts of appropriate complexity. They strengthen and expand their research and writing skills using the writing process and conventions of language within and across the curriculum with increased emphasis on writing and sharing information, explaining and giving opinions. Integration of reading, writing, listening, speaking and media literacy instruction prepare fifth grade 21st century learners as they access information to contribute, deliver and exhibit. Fifth grade students continue to develop as independent, self-directed critical thinkers and life-long learners through participating in inquiry based, self-directed learning experiences. The West Virginia Standards for 21st Century Learning include the Next Generation West Virginia Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates content standards and objectives, learning skills and technology tools.

Grade 5	**English Language Arts**			
Standard:	Reading			
Performance Descriptors ELA.PD.5.R				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Fifth grade students at distinguished level in reading: support analysis of literary and informational text with specific evidence, objective inferences; summarize, determine central ideas and describe plot development and characters' response;	Fifth grade students at above mastery level in reading: analyze and quote accurately from literary and informational text, determine central ideas and describe plot development and characters' response;	Fifth grade students at mastery level in reading: determine theme, compare and contrast two or more characters, settings or events drawing on details in a literary text; determine two or more main ideas and explain the relationships/interactions between individuals, events, ideas or concepts based on specific information in informational text and quote accurately from	Fifth grade students at partial mastery level in reading: determine theme, compare and contrast two or more characters, settings or events drawing on details in a literary text; determine two or more main ideas and explain the relationships/interactions between individuals, events, ideas or concepts based on information in informational text;	Fifth grade students at novice level in reading: refer to text to summarize, infer and determine main idea or theme; draw on specific, in-depth details to explain how inferences, main idea and theme are supported;

		literary and informational text;		
determine the figurative and connotative meanings; analyze how words and text structure contribute to tone and development of theme, setting, plot and point of view in literary and informational text;	determine the figurative meaning; analyze how words and text structure contribute to tone and development of theme, setting, plot and point of view in literary and informational text;	determine the meaning of figurative language; compare and contrast overall structure of two or more literary and informational texts; analyze multiple accounts of the same event or topic and note similarities and differences in point of view; explain how chapters, scenes or stanzas fit together;	compare and contrast overall structure of two or more literary and informational texts; analyze multiple accounts of the same event or topic;	allude to characters in mythology, use structural elements to explain major differences between poems, drama and prose and between events, procedures, ideas and concepts in a text; compare and contrast different accounts considering focus and information;
compare and contrast one author's presentation across genres and media formats in literary and informational text;	compare and contrast one author's presentation across genres in literary and informational text;	draw on information from multiple print and digital sources; demonstrate the ability to locate answers quickly and efficiently; identify reasons and evidence that support points made by an author; analyze how visual and multimedia elements contribute to meaning, tone or beauty of a text; compare and contrast stories in the same genre;	draw on information from multiple print and digital sources to demonstrate the ability to locate answers identify supporting reasons to solve problems, compare and contrast stories in the same genre;	make connections between different texts, identify specific descriptions and directions, compare and contrast similar themes, topics and patterns of events, interpret infractions and explain how they contribute to understandings; integrate information from two texts on the same topic in order to speak and write knowledgably;
read and comprehend literary and informational text in the grades 6-8 text complexity band	read and comprehend literary and informational text in the grade 6-8 text complexity band	read and comprehend literary and informational text in the grades 4-5 text complexity band	read and comprehend literary and informational text in the grades 4-5 text complexity band	read and comprehend literary and informational text in the grades 4-5 text complexity band

proficiently with minimal scaffolding; apply above grade level phonics analysis skills to decode words; read above level prose and poetry accurately and fluently to support comprehension.	proficiently with scaffolding as needed; apply above grade level phonics analysis skills to decode words with scaffolding; with scaffolding, read above level prose and poetry accurately and fluently to support comprehension.	independently and proficiently; apply grade level phonics analysis skills to decode words; read on level prose and poetry accurately and fluently to support comprehension.	proficiently with minimal scaffolding at the high end of the range; apply phonic analysis skills to decode words; with scaffolding, read on level prose and poetry accurately and fluently to support comprehension.	proficiently with minimal scaffolding as needed; use knowledge of letter-sound correspondences, syllabication patterns and morphology to read multisyllabic words in and out of context; read below level prose and poetry accurately and fluently to support comprehension.

Cluster	**Key Ideas and Details**
Objectives	Students will
ELA.5.R.C1.1	quote accurately from a literary text when explaining what the text says explicitly and when drawing inferences from the text.
ELA.5.R.C1.2	determine a theme of a story, drama or poem from details in a literary 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.
ELA.5.R.C1.3	compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the literary text (e.g., how characters interact).
ELA.5.R.C1.4	quote accurately from an informational text when explaining what the text says explicitly and when drawing inferences from the text.
ELA.5.R.C1.5	determine two or more main ideas of an informational text and explain how they are supported by key details; summarize the text.
ELA.5.R.C1.6	using an informational text, 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.
Cluster	**Craft and Structure**
Objectives	Students will
ELA.5.R.C2.1	determine the meaning of words and phrases as they are used in a literary text, including figurative language such as metaphors and similes.
ELA.5.R.C2.2	explain how a series of chapters, scenes or stanzas fits together in a literary text to provide the overall structure of a particular story, drama or poem.
ELA.5.R.C2.3	describe how a narrator's or speaker's point of view influences how events are described in a literary text.

ELA.5.R.C2.4	determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a *grade 5 topic or subject area.*
ELA.5.R.C2.5	compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in two or more informational texts.
ELA.5.R.C2.6	analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent in an informational text.
Cluster	**Integration of Knowledge and Ideas**
Objectives	Students will
ELA.5.R.C3.1	analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a literary text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
ELA.5.R.C3.2	compare and contrast stories in literary texts in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
ELA.5.R.C3.3	draw on information from multiple print or digital informational sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
ELA.5.R.C3.4	explain how an author uses reasons and evidence to support particular points in an informational text, identifying which reasons and evidence support which point(s).
ELA.5.R.C3.5	integrate information from several informational texts on the same topic in order to write or speak about the subject knowledgeably.
Cluster	**Range of Reading and Level of Text Complexity**
Objectives	Students will
ELA.5.R.C4.1	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.
ELA.5.R.C4.2	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.
Cluster	**Phonics and Word Recognition**
Objectives	Students will
ELA.5.R.C7.1	know and apply grade-level phonics and word analysis skills in decoding words. • 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.
Cluster	**Fluency**
Objectives	Students will
ELA.5.R.C8.1	read with sufficient accuracy and fluency to support comprehension. • read on-level text with purpose and understanding. • read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings. • use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 5	**English Language Arts**			
Standard:	Writing			
Performance Descriptors ELA.PD.5.W				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Fifth grade students at distinguished level in writing: develop argumentative, informative/ explanatory texts that support claims, examine and convey ideas and information and use coherent and relevant development; narratives that possess a variety of appropriate transitions and details using precise language and domain-specific vocabulary to convey experiences.	Fifth grade students at above mastery level in writing: develop opinion and informative/explanatory texts that support opinions, examine and convey ideas and information and use coherent and relevant development; write narratives with appropriate transitions and details using precise language and domain-specific vocabulary.	Fifth grade students at mastery level in writing: develop opinion and informative/explanatory texts organized to a specific topic in a clear, logical order; transition from the topic to supporting details using appropriate language and domain-specific vocabulary; provide a concluding statement related to the information; write narratives that orient the reader by establishing a situation; use concrete words and phrases using narrative techniques such as pacing and dialogue to show characters' response to situations.	Fifth grade students at partial mastery level in writing: develop opinion and informative/explanatory texts organized to a specific topic in a clear, logical order; use appropriate language and domain-specific vocabulary; provide a concluding statement related to the information presented in the writing. develop opinion and informative/explanatory texts organized to a specific topic in a clear, logical order; use appropriate language and domain-specific vocabulary; provide a concluding statement related to the information presented; write narratives that orient the reader by establishing a situation; use concrete words, phrases or clauses to convey sequence of events to show characters'	Fifth grade students at novice level in writing: develop opinion and informative/explanatory texts clearly in which supporting facts, concrete details and quotations related to the topic are grouped in paragraphs and sections linked within categories to support the writer's purpose; use precise language and domain-specific vocabulary; write narratives that orient the reader by establishing a situation; use concrete words and phrases, sensory details and transitional words and phrases to convey the sequence of events; provide a logical conclusion.

			response to situations.	
utilizing the writing process and collaboration, produce, strengthen and publish in one sitting a minimum of three pages of audience-appropriate writing that is clear and organized and conveys appropriate style;	organize and produce clear, coherent writings appropriate for task and audience; strengthen writing by editing, revising, rewriting; use technology, including the Internet, to produce and publish;	with guidance and collaboration, organize and produce clear, coherent writings appropriate for task and audience; strengthen writing by editing, revising, rewriting; use technology, including the Internet, to produce and publish;	with guidance and collaboration, organize and produce clear, coherent writing appropriate for task and audience; strengthen writing by editing, revising, rewriting; use technology, including the Internet;	use the Internet and sufficient keyboarding skills to produce and publish in one sitting a minimum of two pages of clear and coherent writing appropriate to audience;
conduct and refine research that encourages analysis, evaluation and reflection using multiple, credible sources to avoid plagiarism and use a basic bibliographic format;	use several credible sources to conduct research that encourages analysis and avoids plagiarism by using a basic bibliographic format;	use several sources to conduct short research projects, summarize and paraphrase gathered information in notes, use evidence to support analysis and research and provide a list of sources in the finished work;	use a moderate amount of sources to conduct short research projects, summarize gathered information in notes, use evidence to support analysis and research and provide a list of sources in the finished work;	investigate different aspects of a topic to categorize relevant information drawn from literary and informational texts to support analysis, reflection and research; provide a list of sources;
write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.	write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.	write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.	write routinely over short and extended time frames for research based projects for specific tasks, purposes and audiences.	write routinely over short and extended time frames for a range of discipline-specific tasks, purposes and audiences.

Cluster	**Text types and Purposes**
Objectives	Students will
ELA.5.W.C9.1	write opinion pieces on topics or texts; supporting a point of view with reasons and information. • 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. • provide logically ordered reasons that are supported by facts and details. • link opinion and reasons using words, phrases and clauses (e.g., *consequently, specifically*). • provide a concluding statement or section related to the opinion presented.

ELA.5.W.C9.2	write informative/explanatory texts to examine a topic and convey ideas and information clearly. • 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 in aiding comprehension. • develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. • link ideas within and across categories of information using words, phrases and clauses (e.g., *in contrast, especially*). • use precise language and domain-specific vocabulary to inform about or explain the topic. • provide a concluding statement or section related to the information or explanation presented.
ELA.5.W.C9.3	write a narrative to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. • orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations. • use a variety of transitional words, phrases and clauses to manage the sequence of events. • use concrete words and phrases and sensory details to convey experiences and events precisely. • provide a conclusion that follows from the narrated experiences or events.
Cluster	**Production and Distribution of Writing**
Objectives	Students will
ELA.5.W.C10.1	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 objectives in text types and purposes.)
ELA.5.W.C10.2	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 objectives up to and including grade 5.)
ELA.5.W.C10.3	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.
Cluster	**Research to Build and Present Knowledge**
Objectives	Students will
ELA.5.W.C11.1	conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
ELA.5.W.C11.2	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.
ELA.5.W.C11.3	draw evidence from literary or informational texts to support analysis, reflection and research. • apply *grade 5 reading objectives* 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]"). • apply *grade 5 reading objectives* 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]").
Cluster	**Range of Writing**
Objectives	Students will
ELA.5.W.C12.1	write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Grade 5	**English Language Arts**			
Standard:	Speaking & Listening			
Performance Descriptors ELA.PD.5.SL				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Fifth grade students at distinguished level in speaking and listening: come prepared to a collaborative discussion and draw from information read or studied to engage in discussions of information presented in diverse formats, posing and responding to questions, referring to evidence, distinguishing valid claims, using reflection and paraphrasing to understand multiple perspectives; speaking in task appropriate language, clearly present logically sequenced, relevant contributions using visual and multimedia components to clarify.	Fifth grade students at above mastery level in speaking and listening: come prepared to a collaborative discussion and draw from information read or studied to engage in discussion of information presented in diverse formats, posing questions, referring to evidence, distinguishing valid claims and using reflection to understand multiple perspectives; speaking in task appropriate language, clearly present logically sequenced facts and ideas using visual and multimedia displays.	Fifth grade students at mastery level in speaking and listening: come prepared to a collaborative discussion and draw from information read or studied; summarize a written text and points a speaker makes and explain how each claim is supported; make comments, elaborate on the remarks of others and draw conclusions based on new information; report on a topic or present an opinion using a logical sequence of events; adapt speech to a variety of contexts and tasks; support the main idea with appropriate facts and sufficient details; speak	Fifth grade students at partial mastery level in speaking and listening: come prepared to a collaborative discussion and draw from information read or studied; summarize a written text and points a speaker makes and explain how each claim is supported; make comments and elaborate on the remarks of others based on new information; report on a topic or present an opinion using a logical sequence of events; support the main idea with appropriate facts, speak clearly and enhance presentation with multimedia and visual	Fifth grade students at novice level in speaking and listening: carry out assigned roles while posing and responding to specific questions to clarify or follow up on information, make comments that contribute to the discussion and paraphrase portions of the presentation to review key ideas and supporting details; add appropriate audio and visual displays to presentations to enhance development and to support main ideas or themes in an organized

		clearly and enhance presentation with multimedia and visual displays.	displays.	manner and differentiate between formal and informal situations.

Cluster	**Comprehension and Collaboration**
Objectives	Students will
ELA.5.SL.C13.1	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. • 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. • follow agreed-upon rules for discussions and carry out assigned roles. • pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
ELA.5.SL.C13.2	summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
ELA.5.SL.C13.3	summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Cluster	**Presentation of Knowledge and Ideas**
Objectives	Students will
ELA.5.SL.C14.1	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.
ELA.5.SL.C14.2	include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
ELA.5.SL.C14.3	adapt speech to a variety of contexts and tasks; using formal English when appropriate to task and situation. (see grade 5 language objectives for specific expectations.)

Grade 5	**English Language Arts**			
Standard:	Language			
Performance Descriptors ELA.PD.5.L				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Fifth grade students at distinguished level in language: use intensive pronouns and	Fifth grade students at above mastery level in language: use intensive pronouns and	Fifth grade students at mastery level in language: explain function of	Fifth grade students at partial mastery level in language: explain function of	Fifth grade students at novice level in language: form and use relative

proper case, correct non-standard pronoun usage, recognize vague pronouns, improve expression and use commas, parentheses and dashes to set off nonrestrictive/ parenthetical elements;	proper case, correct non-standard pronoun usage, recognize vague pronouns, improve expression and use commas, parentheses and dashes to set off nonrestrictive/ parenthetical elements with scaffolding as needed;	conjunctions, prepositions and interjections; form and use the perfect verb tenses; use commas to set off items in a series, introductory elements, tag questions and to indicate direct address;	conjunctions, prepositions and interjections; use commas to punctuate items in a series;	pronouns and adverbs; form and order adjectives; use verbs, conjunctions and prepositional phrases to produce correct and complete sentences; correct sentence fragments, run-ons and frequently confused words;
vary sentence patterns for meaning interest and style while maintaining consistency in tone and style;	vary sentence patterns for meaning interest and style while maintaining consistency;	expand, combine and reduce sentences for meaning, interest and style while comparing and contrasting language used in stories, dramas or poems and differentiate between formal and informal situations;	combine and reduce sentences for meaning, interest and style and differentiate between formal and informal situations;	convey ideas precisely, choose punctuation for effect and differentiate between formal and informal situations;
use context clues, affixes and/or roots to decipher meaning, consult print and digital reference; demonstrate understanding of figures of speech, relationships between words and denotation and the nuances of connotation.	demonstrate an understanding of academic and domain-specific words and phrases, using context clues, affixes and/or roots to decipher meaning, consult print and digital references and understand figures of speech and relationships between words.	interpret figurative language and use the relationship between particular words to better understand each; acquire and use general academic and domain-specific words and phrases that signal contrast, addition and other logical relationships.	demonstrate an understanding of figurative language and use the relationship between particular words to better understand each; acquire general and domain-specific words and phrases that signal precise actions, emotions or states of being.	use common Greek and Latin affixes and roots to determine meaning, consult reference materials to find the pronunciation and precise meaning of key words; demonstrate understanding of figurative language, synonyms and antonyms; acquire and use words and phrases that signal precise actions, emotions or states of being.

Cluster	**Conventions of Standard English**
Objectives	Students will

ELA.5.L.C15.1	demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences. • form and use the perfect (e.g., *i had walked; i have walked; i will have walked*) verb tenses. • use verb tense to convey various times, sequences, states and conditions. • recognize and correct inappropriate shifts in verb tense. • use correlative conjunctions (e.g., *either/or, neither/nor*).
ELA.5.L.C15.2	demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. • use punctuation to separate items in a series. • use a comma to separate an introductory element from the rest of the sentence. • 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?*). • use underlining, quotation marks or italics to indicate titles of works. • spell grade-appropriate words correctly, consulting references as needed.
Cluster	**Knowledge of Language**
Objectives	Students will
ELA.5.L.C16.1	use knowledge of language and its conventions when writing, speaking, reading or listening. • expand, combine and reduce sentences for meaning, reader/listener interest and style. • compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas or poems.
Cluster	**Vocabulary Acquisition and Use**
Objectives	Students will
ELA.5.L.C17.1	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. • use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. • use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*). • 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.
ELA.5.L.C17.2	demonstrate understanding of figurative language, word relationships and nuances in word meanings. • interpret figurative language, including similes and metaphors, in context. • recognize and explain the meaning of common idioms, adages and proverbs. • use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
ELA.5.L.C17.3	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*).

English Language Arts – Grade 6

English Language Arts sixth grade students apply a variety of strategies to increase language, writing and comprehension skills within a literacy-rich environment. Those strategies include literal, inferential and critical thinking components couched in student directed, meaningful and engaging learning experiences. Students continue to evaluate connections among the facts, ideas and concepts of literary and informational texts across the curriculum with increasing emphasis on informational texts. Sixth grade students continue to read literary and informational texts of appropriate complexity. Sixth grade students use the writing process and the conventions of language to address specific writing purposes with increased emphasis on informative/explanatory and argumentative writing and speaking for various audiences. They demonstrate competency in mechanics and language usage in order to communicate ideas effectively. Sixth grade 21st Century learners employ listening, speaking and media strategies to gather and process oral information in order to effectively express themselves in a variety of situations. The West Virginia Standards for 21st Century Learning include the Next Generation West Virginia Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates content standards and objectives, learning skills and technology tools.

Grade 6	**English Language Arts**			
Standard:	Reading			
Performance Descriptors ELA.PD.6.R				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Sixth grade students at distinguished level in reading: objectively summarize and cite pieces of literary and informational texts to support analysis of central ideas and interaction of elements of literary and informational texts;	Sixth grade students at above mastery level in reading: objectively summarize and cite pieces of literary and informational texts to support analysis of central ideas and inferences and describe plot development and characters' response;	Sixth grade students at mastery level in reading: support analysis of literary and informational text with specific evidence and objective inferences; summarize, determine central ideas and describe plot development and characters' response;	Sixth grade students at partial mastery level in reading: analyze and quote accurately from literary and informational text, determine central ideas and describe plot development and characters' response;	Sixth grade students at novice level in reading: determine theme, compare and contrast two or more characters, settings or events drawing on details in a literary text; determine two or more main ideas and explain the relationships/interactions between individuals, events, ideas or concepts based on specific information in informational text and quote accurately from

				literary and informational text;
analyze how rhyme, sound, form, structure and point of view contribute to meaning and how the author distinguishes his or her position from that of others in literary and informational text;	analyze how words, figurative and connotative meanings and text structure contribute to tone and development of story elements and point of view in literary and informational text;	determine the figurative and connotative meanings and analyze how words and text structure contribute to tone and development of theme, setting, plot and point of view in literary and informational text;	determine the figurative meaning; analyze how words and text structure contribute to tone and development of theme, setting, plot and point of view in literary and informational text;	determine the meaning of figurative language; compare and contrast overall structure of two or more literary and informational texts; analyze multiple accounts of the same event or topic and note similarities and differences in point of view; explain how chapters, scenes or stanzas fit together;
compare and contrast the portrayal of the subject in literary and informational texts by two or more authors and to their multimedia version, including techniques unique to each medium; assess relevance of key information; compare and contrast a fictional portrayal and a historical account of the same time period to understand how authors of fiction use or alter history;	compare and contrast literary and informational text to their multimedia version, including techniques unique to each medium and their approaches to similar themes;	compare and contrast one author's presentation across genres and media formats in literary and informational text;	compare and contrast one author's presentation across genres in literary and informational text;	draw on information from multiple print and digital sources; demonstrate the ability to locate answers quickly and efficiently; identify reasons and evidence that support points made by an author; analyze how visual and multimedia elements contribute to meaning, tone or beauty of a text; compare and contrast stories in the same genre;
read and comprehend literary and informational	read and comprehend literary and informational	read and comprehend literary and informational	read and comprehend literary and informational	read and comprehend literary and informational

texts in the grades 6-8 text complexity band independently and proficiently.	text in the grades 6-8 text complexity band proficiently with minimal scaffolding at the high end of the range.	text in the grades 6-8 text complexity band proficiently with scaffolding as needed at the high end of the range.	text in the grade 6-8 text complexity band with minimal scaffolding as needed.	text in the grades 4-5 text complexity band with scaffolding as needed at the high end of the range.

Cluster	**Key Ideas and Details**
Objectives	Students will
ELA.6.R.C1.1	cite textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text.
ELA.6.R.C1.2	determine a theme or central idea of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.6.R.C1.3	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.
ELA.6.R.C1.4	cite textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text.
ELA.6.R.C1.5	determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.6.R.C1.6	analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in an informational text (e.g., through examples or anecdotes).
Cluster	**Craft and Structure**
Objectives	Students will
ELA.6.R.C2.1	determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
ELA.6.R.C2.2	analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a literary text and contributes to the development of the theme, setting or plot.
ELA.6.R.C2.3	explain how an author develops the point of view of the narrator or speaker in a literary text.
ELA.6.R.C2.4	determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative and technical meanings.
ELA.6.R.C2.5	analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of an informational text and contributes to the development of the ideas.
ELA.6.R.C2.6	determine an author's point of view or purpose in an informational text and explain how it is conveyed in the text.
Cluster	**Integration of Knowledge and Ideas**
Objectives	Students will
ELA.6.R.C3.1	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 literary text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
ELA.6.R.C3.2	compare and contrast literary 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.

ELA.6.R.C3.3	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.
ELA.6.R.C3.4	trace and evaluate the argument and specific claims in an informational text, distinguishing claims that are supported by reasons and evidence from claims that are not.
ELA.6.R.C3.5	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) in informational text.
Cluster	**Range of Reading and Level of Text Complexity**
Objectives	Students will
ELA.6.R.C4.1	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.
ELA.6.R.C4.2	by the end of the year, read and comprehend literary nonfiction and other informational text in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade 6	**English Language Arts**			
Standard:	Writing			
Performance Descriptors ELA.PD.6.W				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Sixth grade students at distinguished level in writing: develop logical arguments and informative/explanatory texts using accurate sources to create cohesion and to support claims with clear reasons and relevant evidence while acknowledging alternate or opposing claims; write narratives using effective technique, relevant descriptive details and well-structured sequences to establish point of view	Sixth grade students at above mastery level in writing: develop arguments and informative/explanatory texts; use sources to support claims, examine and convey complex ideas and information; and use a variety of transitions and details; write narratives that develop experiences or events with clear development and organization;	Sixth grade students at mastery level in writing: develop argumentative, informative/ explanatory texts that support claims, examine and convey ideas and information and use coherent and relevant development; write narratives that possess a variety of appropriate transitions and details using precise language and domain-specific vocabulary to convey experiences;	Sixth grade students at partial mastery level in writing: develop opinion and informative/explanatory texts that support opinions, examine and convey ideas and information and use coherent and relevant development; write narratives with appropriate transitions and details using precise language and domain-specific vocabulary;	Sixth grade students at novice level in writing: develop opinion and informative/explanatory texts organized to a specific topic in a clear, logical order; transition from the topic to supporting details using appropriate language and domain-specific vocabulary; provide a concluding statement related to the information presented;

and to capture action; use technology to produce, publish and distribute writing focused on how well purpose and audience have been addressed while linking to and citing sources;	produce, strengthen and publish audience-appropriate writing focused on how well the task, purpose and audience have been addressed;	utilizing the writing process and collaboration, produce, strengthen and publish in one sitting an audience-appropriate writing that is clear and organized and conveys appropriate style;	organize and produce clear, coherent writings appropriate for task and audience; strengthen writing by editing, revising, rewriting; use technology, including the Internet, to produce and publish;	with guidance and collaboration, organize and produce clear, coherent writings appropriate for task and audience; strengthen writing by editing, revising, rewriting; use technology, including the Internet, to produce and publish;
use search terms effectively to conduct short research projects that generate additional related, focused questions for further research while assessing the credibility and accuracy of sources, avoiding plagiarism and using a standard form for citation; draw evidence from literary or informational text to support analysis, reflection and research; write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.	conduct a short research project that encourages analysis, evaluation and reflection; refocus the inquiry; assess the credibility of sources; avoid plagiarism; and use a basic bibliographic format; write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.	conduct and refine research that encourages analysis, evaluation and reflection using multiple, credible sources to avoid plagiarism and use a basic bibliographic format; write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.	use several credible sources to conduct research that encourages analysis and avoids plagiarism by using a basic bibliographic format; write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.	use several sources to conduct short research projects, summarize and paraphrase gathered information in notes, use evidence to support analysis and research and provide a list of sources in the finished work; write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.

Cluster	**Text Types and Purposes**
Objectives	Students will
ELA.6.W.C9.1	write arguments to support claims with clear reasons and relevant evidence.

	• introduce claim(s) and organize the reasons and evidence clearly. • support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. • use words, phrases and clauses to clarify the relationships among claim(s) and reasons. • establish and maintain a formal style. • provide a concluding statement or section that follows from the argument presented.
ELA.6.W.C9.2	write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection organization and analysis of relevant content. • 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. • develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. • use appropriate transitions to clarify the relationships among ideas and concepts. • use precise language and domain-specific vocabulary to inform about or explain the topic. • establish and maintain a formal style. • provide a concluding statement or section that follows from the information or explanation presented.
ELA.6.W.C9.3	write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences. • 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. • use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters. • use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another. • use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events. • provide a conclusion that follows from the narrated experiences or events.
Cluster	**Production and Distribution of Writing**
Objectives	Students will
ELA.6.W.C10.1	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 objectives in text types and purposes.)
ELA.6.W.C10.2	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 objectives up to and including grade 6.)
ELA.6.W.C10.3	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.
Cluster	**Research to Build and Present Knowledge**
Objectives	Students will

ELA.6.W.C11.1	conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
ELA.6.W.C11.2	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.
ELA.6.W.C11.3	draw evidence from literary or informational texts to support analysis, reflection and research. • apply *grade 6 reading objectives* 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"). • apply *grade 6 reading objectives* to literary nonfiction and other informational text (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").
Cluster	**Range of Writing**
Objectives	Students will
ELA.6.W.C12.1	write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Grade 6	**English Language Arts**			
Standard:	Speaking & Listening			
Performance Descriptors ELA.PD.6.SL				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Sixth grade students at distinguished level in speaking and listening: engage in collaborative discussions; track progress toward goals and deadlines; pose questions that elicit elaboration; acknowledge new information; analyze how main ideas and details clarify a topic; evaluate reasoning, relevance and sufficiency of evidence; respond to others with relevant observations and ideas; and modify their own	Sixth grade students at the above mastery level in speaking and listening: engage in collaborative discussions of information presented in diverse formats; set goals and deadlines; pose and respond to questions with elaboration; refer to explicit evidence, observations and ideas; distinguish valid claims; reflect and paraphrase to understand multiple perspectives;	Sixth grade students at mastery level in speaking and listening: come prepared to a collaborative discussion and draw from information read or studied to engage in discussions of information presented in diverse formats, posing and responding to questions, referring to evidence, distinguishing valid claims, using reflection and paraphrasing to understand	Sixth grade students at partial mastery level in speaking and listening: come prepared to a collaborative discussion and draw from information read or studied to engage in discussion of information presented in diverse formats, posing questions, referring to evidence, distinguishing valid claims and using reflection to understand multiple perspectives;	Sixth grade students at novice level in speaking and listening: come prepared to a collaborative discussion and draw from information read or studied; summarize a written text and points a speaker makes and explain how each claim is supported; make comments, elaborate on the remarks of others and draw conclusions based on new information;

views when warranted; present claims and findings in a focused, coherent manner with pertinent descriptions, facts, details and examples using multimedia components and visual displays to emphasize salient points.	present claims and findings with appropriate eye contact, adequate volume and clear pronunciation while analyzing main ideas and themes.	multiple perspectives; speaking in task appropriate language, clearly present logically sequenced, relevant contributions using visual and multimedia components to clarify.	speaking in task appropriate language, clearly present logically sequenced facts and ideas using visual and multimedia displays.	report on a topic or present an opinion using a logical sequence of events; adapt speech to a variety of contexts and tasks; support the main idea with appropriate facts and sufficient details; speak clearly and enhance presentation with multimedia and visual displays.

Cluster	**Comprehension and Collaboration**
Objectives	Students will
ELA.6.SL.C13.1	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. • 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. • follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed. • pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion. • review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
ELA.6.SL.C13.2	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.
ELA.6.SL.C13.3	delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Cluster	**Presentation of Knowledge and Ideas**
Objectives	Students will
ELA.6.SL.C14.1	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.
ELA.6.SL.C14.2	include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
ELA.6.SL.C14.3	adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (see

	grade 6 language objectives for specific expectations.)

Grade 6	**English Language Arts**			
Standard:	Language			
Performance Descriptors ELA.PD.6.L				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Sixth grade students at distinguished level in language:	Sixth grade students at above mastery level in language:	Sixth grade students at mastery level in language:	Sixth grade students at partial mastery level in language:	Sixth grade students at novice level in language:
use commas to separate coordinating adjectives; explain the function of phrases and clauses and place them in a sentence recognizing and correcting misplaced and dangling modifiers;	use commas, parentheses and dashes; explain the function of phrases and clauses to signal differing relationships among ideas;	use intensive pronouns and proper case, correct non-standard pronoun usage, recognize vague pronouns and improve expression; and use commas, parentheses and dashes to set off nonrestrictive / parenthetical elements;	use intensive pronouns and proper case, correct non-standard pronoun usage, recognize vague pronouns, improve expression and use commas, parentheses and dashes to set off nonrestrictive/ parenthetical elements with scaffolding as needed;	explain function of conjunctions, prepositions and interjections; form and use the perfect verb tenses; use commas to set off items in a series, introductory elements, tag questions and to indicate direct address;
choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy;	choose language that expresses ideas concisely and recognize and eliminate wordiness and redundancy;	vary sentence patterns for meaning, interest and style while maintaining consistency in tone and style;	vary sentence patterns for meaning, interest and style while maintaining consistency;	expand, combine and reduce sentences for meaning, interest and style while comparing and contrasting language used in stories, dramas or poems and differentiate between formal and informal situations;
interpret figures of speech such as allusions in context and use relationship between particular words such as	with scaffolding, interpret figures of speech such as allusions in context and use relationship between particular words such as	use context clues, affixes and/or roots to decipher meaning, consulting print and digital references, demonstrating	demonstrate an understanding of academic and domain-specific words and phrases, using context clues, affixes and/or roots	interpret figurative language and use the relationship between particular words to better understand each; acquire

synonyms/antonyms and analogies to better understand each of the words.	synonyms/antonyms and analogies to better understand each of the words.	understanding of figures of speech, relationships between words, denotation and the nuances of connotation.	to decipher meaning, consulting print and digital references, understanding figures of speech and relationships between words.	and use general academic and domain-specific words and phrases that signal contrast, addition and other logical relationships.

Cluster	**Conventions of Standard English**
Objectives	Students will
ELA.6.L.C15.1	demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • ensure that pronouns are in the proper case (subjective, objective, possessive). • use intensive pronouns (e.g., *myself, ourselves*). • recognize and correct inappropriate shifts in pronoun number and person. • recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). • recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
ELA.6.L.C15.2	demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. • use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. • spell correctly.
Cluster	**Knowledge of Language**
Objectives	Students will
ELA.6.L.C16.1	use knowledge of language and its conventions when writing, speaking, reading or listening. • vary sentence patterns for meaning, reader/listener interest and style. • maintain consistency in style and tone.
Cluster	**Vocabulary Acquisition and Use**
Objectives	Students will
ELA.6.L.C17.1	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. • 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. • use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). • 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. • 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).
ELA.6.L.C17.2	demonstrate understanding of figurative language, word relationships and nuances in word meanings.

	• interpret figures of speech (e.g., personification) in context. • use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. • distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).
ELA.6.L.C17.3	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.

English Language Arts – Grade 7

English Language Arts seventh grade students continue to build, expand and refine prior learning through inquiry of authentic and meaningful research projects and investigation in literacy-rich experiences. Students integrate reading comprehension, writing and vocabulary utilizing a wide variety of literary and informational texts of appropriate complexity. Students utilize the writing process and the conventions of language to develop content-rich communication across the curriculum with increasing emphasis on informational text and informative/explanatory and argumentative writing and speaking. Seventh grade 21st Century learners use rigorous listening, speaking and media literacy skills to interact in the classroom, community and world. The West Virginia Standards for 21st Century Learning include Next Generation West Virginia Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates content standards and objectives, learning skills and technology tools.

Grade 7	**English Language Arts**			
Standard:	Reading			
Performance Descriptors ELA.PD.7.R				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Seventh grade students at distinguished level in reading: objectively summarize and cite textual evidence and make connections and inferences; analyze theme development and how sequence and complex characters are developed in literary and informational texts; analyze how word choice, structure and point of view contribute to text development, tone, style, suspense and humor; compare and contrast among literary and	Seventh grade students at above mastery level in reading: objectively summarize and cite textual evidence and make connections and inferences to analyze central ideas and interactions of elements of literary and informational texts; analyze how rhyme, sound, form, structure and point of view contribute to meaning, text development, suspense and humor; analyze how the author distinguishes his or	Seventh grade students at mastery level in reading: objectively summarize and cite pieces of literary and informational texts to support analysis of central ideas and interaction of elements of literary and informational texts; analyze how rhyme, sound, form, structure and point of view contribute to meaning and how the author distinguishes his or her position from that of others in literary and	Seventh grade students at partial mastery level in reading: objectively summarize and cite pieces of literary and informational texts to support analysis of central ideas and inferences and describe plot development and characters' response; analyze how a word's figurative and connotative meanings and text structure contribute to tone and development of story elements and point of view in literary and	Seventh grade students at novice level in reading: support analysis of literary and informational text with specific evidence, objective inferences; summarize, determine central ideas and describe plot development and characters' response; determine the figurative and connotative meanings; analyze how words and text structure contribute to tone and development of theme, setting, plot and point of view in literary

informational texts; analyze the extent to which a filmed or live production stays faithful to the text or script; evaluate the use of different mediums in presenting a topic; assess soundness of reasoning and relevance of evidence; identify conflicting information in two or more informational texts and draw from the themes, patterns of events or character types from early literary works to render modern works of fiction; read and comprehend literary and informational texts in the grades 6-8 text complexity band independently and proficiently.	her position from that of others in literary and informational text; analyze the portrayal of the subject in literary and informational texts by two or more authors and to their multimedia version, including techniques unique to each medium; assess relevance of key information and identify conflicting information in two or more informational texts; compare and contrast a fictional portrayal and a historical account of the same time period to understand how authors of fiction use or alter history; read and comprehend literary and informational texts in the grades 6-8 text complexity band proficiently with minimal scaffolding at the high end of the range.	informational text; compare and contrast the portrayal of the subject in literary and informational texts by two or more authors and to their multimedia version, including techniques unique to each medium; assess relevance of key information; compare and contrast a fictional portrayal and a historical account of the same time period to understand how authors of fiction use or alter history; read and comprehend literary and informational texts in the grades 6-8 text complexity band proficiently with scaffolding at the high end of the range.	informational text; compare and contrast literary and informational text to their multimedia version, including techniques unique to each medium and their approaches to similar themes; read and comprehend literary and informational texts in the grades 6-8 text complexity band proficiently with minimal scaffolding as needed.	and informational text; compare and contrast one author's presentation across genres and media formats in literary and informational text; read and comprehend literary and informational texts in the grades 6-8 text complexity band proficiently with scaffolding as needed.

Cluster	**Key Ideas and Details**
Objectives	Students will
ELA.7.R.C1.1	cite several pieces of textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text.
ELA.7.R.C1.2	determine a theme or central idea of a literary text and analyze its development over the course of the text; provide an objective summary of the text.
ELA.7.R.C1.3	analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

ELA.7.R.C1.4	cite several pieces of textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text.
ELA.7.R.C1.5	determine two or more central ideas in an informational text and analyze their development over the course of the text; provide an objective summary of the text.
ELA.7.R.C1.6	analyze the interactions between individuals, events and ideas in an informational text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).
Cluster	**Craft and Structure**
Objectives	Students will
ELA.7.R.C2.1	determine the meaning of words and phrases as they are used in a literary 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.
ELA.7.R.C2.2	analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
ELA.7.R.C2.3	analyze how an author develops and contrasts the points of view of different characters or narrators in a literary text.
ELA.7.R.C2.4	determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.
ELA.7.R.C2.5	analyze the structure an author uses to organize an informational text, including how the major sections contribute to the whole and to the development of the ideas.
ELA.7.R.C2.6	determine an author's point of view or purpose in an informational text and analyze how the author distinguishes his or her position from that of others.
Cluster	**Integration of Knowledge and Ideas**
Objectives	Students will
ELA.7.R.C3.1	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).
ELA.7.R.C3.2	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.
ELA.7.R.C3.3	compare and contrast a text to an audio, video or multimedia version of the informational text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
ELA.7.R.C3.4	trace and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
ELA.7.R.C3.5	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.
Cluster	**Range of Reading and Level of Text Complexity**
Objectives	Students will
ELA.7.R.C4.1	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.
ELA.7.R.C4.2	by the end of the year, read and comprehend literary nonfiction and other informational texts in the grades 6–8 text complexity

	band proficiently, with scaffolding as needed at the high end of the range.

Grade 7	**English Language Arts**			
Standard:	Writing			
Performance Descriptors ELA.PD.7.W				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Seventh grade students at distinguished level in writing: compose logical arguments and informative/explanatory texts to create cohesion and clarify relationships among claims and counterclaims; organize information into broader categories using well-chosen facts, quotations and varied transitions; write well-structured narratives that capture action, use sensory language, reflection, provide a concluding statement and show relationships among experiences and events; use technology to produce, publish, distribute and strengthen writings that address purpose and audience; present relationships efficiently.	Seventh grade students at above mastery level in writing: compose logical arguments and informative/explanatory texts using accurate sources to create cohesion and examine claims and counterclaims with logical reasons and relevant evidence; write narratives, develop the elements of story, establish point of view and capture action; use technology to produce, publish, distribute and strengthen writings that address purpose and audience; present relationships efficiently using scaffolding as	Seventh grade students at mastery level in writing: compose logical arguments and informative/explanatory texts using accurate sources to create cohesion and to support claims with clear reasons and relevant evidence while acknowledging alternate or opposing claims; write narratives using effective technique, relevant descriptive details and well-structured sequences to establish point of view and to capture action; use technology to produce, publish and distribute writing focused on how well purpose and audience have been addressed while linking and citing sources.	Seventh grade students at partial mastery level in writing: compose arguments and informative/explanatory texts; use sources to support claims, examine and convey complex ideas and information; and use a variety of transitions and details; write narratives that develop experiences or events with clear development and organization; produce, strengthen and publish audience-appropriate writing focused on how well the task, purpose and audience have been addressed.	Seventh grade students at novice level in writing: compose argumentative, informative/ explanatory texts that support claims, examine and convey ideas and information and use coherent and relevant development; write narratives that possess a variety of appropriate transitions and details using precise language and domain-specific vocabulary to convey experiences; utilizing the writing process and collaboration, produce, strengthen and publish in one sitting a minimum of three pages of audience-appropriate writing that is clear and

	necessary.			organized.
use search terms effectively to conduct short research projects answering self-generated questions; explore multiple avenues, including informational and literary texts to support a research topic, analysis and reflection; assess the credibility and accuracy of sources; avoid plagiarism; and use standard citation;	use search terms effectively to conduct short research projects answering questions; explore multiple avenues, including informational and literary texts to support a research topic, analysis and reflection; assess the credibility of sources; avoid plagiarism; and use standard citation;	use search terms effectively to conduct short research projects that generate additional related, focused questions for further research while assessing the credibility and accuracy of sources, avoiding plagiarism and using a standard form for citation; draw evidence from literary or informational text to support analysis, reflection and research;	conduct a short research project that encourages analysis, evaluation and reflection; refocus the inquiry; assess the credibility of sources; avoid plagiarism; and use a basic bibliographic format;	conduct and refine research that encourages analysis, evaluation and reflection using multiple, credible sources avoid plagiarism and use a basic bibliographic format;
write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.	write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.	write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.	write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.	write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.

Cluster	**Text Types and Purposes**
Objectives	Students will
ELA.7.W.C9.1	write arguments to support claims with clear reasons and relevant evidence. • introduce claim(s), acknowledge alternate or opposing claims and organize the reasons and evidence logically. • support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), reasons and evidence. • establish and maintain a formal style. • provide a concluding statement or section that follows from and supports the argument presented.
ELA.7.W.C9.2	write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection organization and analysis of relevant content. • 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. • develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. • use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • use precise language and domain-specific vocabulary to inform about or explain the topic. • establish and maintain a formal style. • provide a concluding statement or section that follows from and supports the information or explanation presented.
ELA.7.W.C9.3	write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences. • 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. • use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters. • use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another. • use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events. • provide a conclusion that follows from and reflects on the narrated experiences or events.
Cluster	**Production and Distribution of Writing**
Objectives	Students will
ELA.7.W.C10.1	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 objectives in text types and purposes.)
ELA.7.W.C10.2	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 objectives up to and including grade 7.)
ELA.7.W.C10.3	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.
Cluster	**Research to Build and Present Knowledge**
Objectives	Students will
ELA.7.W.C11.1	conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
ELA.7.W.C11.2	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.
ELA.7.W.C11.3	draw evidence from literary or informational texts to support analysis, reflection and research. • apply *grade 7 reading objectives* 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").

	• apply *grade 7 reading objectives* to literary nonfiction and other informational text (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").
Cluster	**Range of Writing**
Objectives	Students will
ELA.7.W.C12.1	write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Grade 7	**English Language Arts**			
Standard:	Speaking & Listening			
Performance Descriptors ELA.PD.7.SL				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Seventh grade students at distinguished level in speaking and listening: engage effectively in collaborative collegial discussions and decision-making; use information presented in diverse formats to engage in topics, texts and issues; analyze purpose, evaluate motives behind a presentation, identify irrelevant information, reflect, pose questions that connect ideas and when warranted qualify or justify their own views in light of the evidence presented; present claims that emphasize salient points in a focused, coherent manner	Seventh grade students at the above mastery level in speaking and listening: engage in collaborative collegial discussions posing questions that connect ideas; acknowledge new information; analyze purpose; evaluate evidence, identify irrelevant evidence; respond to others with relevant observations and ideas; and modify and qualify their own views when warranted; present claims that emphasize salient points in a focused, coherent	Seventh grade students at mastery level in speaking and listening: engage in collaborative discussions; track progress toward goals and deadlines; pose questions that elicit elaboration; acknowledge new information; analyze how main ideas and details clarify a topic; evaluate reasoning, relevance and sufficiency of evidence; respond to others with relevant observations and ideas; and modify their own views when warranted; present claims and findings in a focused, coherent manner with	Seventh grade students at the partial mastery level in speaking and listening: engage in collaborative discussions of information presented in diverse formats; set goals and deadlines; pose and respond to questions with elaboration; refer to explicit evidence, observations and ideas; distinguish valid claims; reflect and paraphrase to understand multiple perspectives; present claims and findings with appropriate eye contact, adequate	Seventh grade students at novice level in speaking and listening: come prepared to a collaborative discussion and draw from information read or studied to engage in discussions of information presented in diverse formats, posing and responding to questions, referring to evidence, distinguishing valid claims, using reflection and paraphrasing to understand multiple perspectives; speaking in task appropriate language, clearly present logically

with relevant evidence, sound valid reasoning and well-chosen details strengthened by integrating multimedia and visual displays that clarify information and add interest.	manner with relevant evidence and supporting details strengthened by integrating multimedia and visual displays that clarify information and add interest.	pertinent descriptions, facts, details and examples using multimedia components and visual displays to emphasize salient points.	volume and clear pronunciation while analyzing main ideas and themes.	sequenced, relevant contributions using visual and multimedia components to clarify.

Cluster	**Comprehension and Collaboration**
Objectives	Students will
ELA.7.SL.C13.1	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. • 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. • follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed. • 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. • acknowledge new information expressed by others and, when warranted, modify their own views.
ELA.7.SL.C13.2	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.
ELA.7.SL.C13.3	delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
Cluster	**Presentation of Knowledge and Ideas**
Objectives	Students will
ELA.7.SL.C14.1	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.
ELA.7.SL.C14.2	include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
ELA.7.SL.C14.3	adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (see grade 7 language objectives for specific expectations.)

Grade 7	**English Language Arts**			
Standard:	Language			
Performance Descriptors ELA.PD.7.L				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Seventh grade students in the distinguished level in language: use advanced verb forms and verbals, correct inappropriate shifts in voice and mood; use punctuation that indicates pause and omission; and use parallel structure; use knowledge of language to understand word choices, including how verb voice and verb mood affect context, emphasis, expression and formal style; interpret figures of speech such as verbal irony and puns in context.	Seventh grade students at above mastery level in language: with scaffolding, use advanced verb forms and verbals, correct inappropriate shifts in voice and mood; use punctuation that indicates pause and omission; and use parallel structure; choose language that effectively expresses ideas precisely and concisely by eliminating wordiness and redundancy; interpret figures of speech such as verbal irony and puns in context with scaffolding.	Seventh grade students at mastery level in language: use commas to separate coordinating adjectives; explain the function of phrases and clauses and place them in a sentence recognizing and correcting misplaced and dangling modifiers; choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy; interpret figures of speech such as allusions in context; use relationship between particular words such as synonyms/antonyms and analogies to better understand each of the words.	Seventh grade students at partial mastery level in language: use commas, parentheses and dashes; explain the function of phrases and clauses to signal differing relationships among ideas; choose language that expresses ideas concisely; and recognize and eliminate wordiness and redundancy; with scaffolding, interpret figures of speech such as allusions in context; use relationship between particular words such as synonyms/antonyms and analogies to better understand each of the words.	Seventh grade students at novice level in language: use intensive pronouns and proper case, correct non-standard pronoun usage, recognize vague pronouns, improve expression and use commas, parentheses and dashes to set off nonrestrictive/ parenthetical elements; vary sentence patterns for meaning interest and style while maintaining consistency in tone and style; use context clues, affixes and/or roots to decipher meaning, consulting print and digital references, demonstrating understanding of figures of speech, relationships between words, denotation and the nuances of connotation.

Cluster	**Conventions of Standard English**
Objectives	Students will
ELA.7.L.C15.1	demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • explain the function of phrases and clauses in general and their function in specific sentences. • choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. • place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
ELA.7.L.C15.2	demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. • use a comma to separate coordinate adjectives (e.g., *it was a fascinating, enjoyable movie* but not *he wore an old [,] green shirt*). • spell correctly.
Cluster	**Knowledge of Language**
Objectives	Students will
ELA.7.L.C16.1	use knowledge of language and its conventions when writing, speaking, reading or listening. • choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
Cluster	**Vocabulary Acquisition and Use**
Objectives	Students will
ELA.7.L.C17.1	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. • 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. • use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*). • 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. • 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).
ELA.7.L.C17.2	demonstrate understanding of figurative language, word relationships and nuances in word meanings. • interpret figures of speech (e.g., literary, biblical and mythological allusions) in context. • use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. • distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
ELA.7.L.C17.3	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.

English Language Arts – Grade 8

English Language Arts eighth grade students continue to develop as independent motivated readers and communicators who think critically and take responsibility for their learning through engaging and authentic inquiry in literacy-rich experiences. Students integrate and apply vocabulary, writing and comprehension strategies across the curriculum. Eighth grade students use a variety of literary and informational texts, with increasing emphasis on informational text of appropriate complexity to establish the foundations of lifelong reading and learning. Students use the writing process and the conventions of language to develop research-based, focused compositions with increasing emphasis on informative/explanatory and argumentative writing. They independently validate information through assessing, researching and comparing data and properly citing sources to avoid plagiarism. Eighth grade 21st Century learners critique oral and visual information and apply the information to global situations. The West Virginia Standards for 21st Century Learning include the Next Generation West Virginia Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates content standards and objectives, learning skills and technology tools.

Grade 8	**English Language Arts**			
Standard:	Reading			
Performance Descriptors ELA.PD.8.R				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Eighth grade students at distinguished level in reading: objectively summarize and cite strong, thorough evidence to support analysis of connections and inferences; analyze the effectiveness of theme development, author's craft and how complex characters unfold in literary and informational texts; analyze cumulative impact of how author's craft, rhetoric, structure and	Eighth grade students at above mastery level in reading: objectively summarize and cite strong evidence to support analysis of connections and inferences to analyze the effectiveness of the development of theme and complex characters as they emerge in literary and informational texts; analyze how author's craft, word choice, structure and point of view impact text	Eighth grade students at mastery level in reading: objectively summarize and cite textual evidence and make connections and inferences; analyze theme development and how sequence and complex characters are developed in literary and informational texts; analyze how word choice, structure and point of view contribute to text	Eighth grade students at partial mastery level in reading: objectively summarize and cite textual evidence and make connections and inferences to analyze central ideas and interactions of elements of literary and informational texts; analyze how rhyme, sound, form, structure and point of view contribute to	Eighth grade students at novice level in reading: objectively summarize and cite pieces of literary and informational texts to support analysis of central ideas and interaction of elements of literary and informational texts; analyze how rhyme, sound, form, structure and point of view contribute to

point of view contribute to text development, tone, style, suspense and humor; analyze point of view or cultural experience reflected in a wide range of world literature and informational text;	development, tone, style, suspense and humor; analyze point of view or cultural experience reflected in a wide range of world literature and informational text;	development, tone, style, suspense and humor; compare and contrast among literary and informational texts;	meaning, text development, suspense and humor; analyze how the author distinguishes his or her position from that of others in literary and informational text;	meaning and how the author distinguishes his or her position from that of others in literary and informational text;
analyze the representation of literary and informational text in two different artistic mediums, determining which details are emphasized in each account; analyze how an author draws on and transforms source material in literary work; evaluate specific claims and assess validity, relevancy and sufficiency of evidence in informational texts; analyze seminal U.S. documents of historical and literary significance;	with scaffolding, analyze the representation of literary and informational text in two different artistic mediums, determining which details are emphasized in each account; analyze how an author draws on and transforms source material in literary work; evaluate specific claims and assess validity, relevancy and sufficiency of evidence in informational texts; analyze seminal U.S. documents of historical and literary significance;	analyze the extent to which a filmed or live production stays faithful to the text or script; evaluate the use of different mediums in presenting a topic; assess soundness of reasoning and relevance of evidence; identify conflicting information in two or more informational texts and draw from the themes, patterns of events or character types from early literary works to render modern works of fiction;	analyze the portrayal of the subject in literary and informational texts by two or more authors and to their multimedia version, including techniques unique to each medium; assess relevance of key information and identify conflicting information in two or more informational texts; compare and contrast a fictional portrayal and a historical account of the same time period to understand how authors of fiction use or alter history;	compare and contrast the portrayal of the subject in literary and informational texts by two or more authors and to their multimedia version, including techniques unique to each medium; assess relevance of key information; compare and contrast a fictional portrayal and a historical account of the same time period to understand how authors of fiction use or alter history;
read and comprehend literary and informational texts in the grades 9-10 text complexity band proficiently with scaffolding as needed at the high end of the range.	read and comprehend literary and informational texts in the grades 9-10 text complexity band proficiently with scaffolding as needed.	read and comprehend literary and informational texts in the grades 6-8 text complexity band independently and proficiently.	read and comprehend literary and informational texts in the grades 6-8 text complexity band proficiently with minimal scaffolding at the high end of the range.	read and comprehend literary and informational texts in the grades 6-8 text complexity band proficiently with minimal scaffolding as needed.
Cluster	**Key Ideas and Details**			

Objectives	Students will
ELA.8.R.C1.1	cite the textual evidence that most strongly supports an analysis of what the literary text says explicitly as well as inferences drawn from the text.
ELA.8.R.C1.2	determine a theme or central idea of a literary 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.
ELA.8.R.C1.3	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.
ELA.8.R.C1.4	cite the textual evidence that most strongly supports an analysis of what the informational text says explicitly as well as inferences drawn from the text.
ELA.8.R.C1.5	determine a central idea of an informational text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
ELA.8.R.C1.6	analyze how an informational text makes connections among and distinctions between individuals, ideas or events (e.g., through comparisons, analogies or categories).
Cluster	**Craft and Structure**
Objectives	Students will
ELA.8.R.C2.1	determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
ELA.8.R.C2.2	compare and contrast the structure of two or more literary texts and analyze how the differing structure of each text contributes to its meaning and style.
ELA.8.R.C2.3	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 in a literary text.
ELA.8.R.C2.4	determine the meaning of words and phrases as they are used in an informational 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.
ELA.8.R.C2.5	analyze in detail the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.
ELA.8.R.C2.6	determine an author's point of view or purpose in an informational text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Cluster	**Integration of Knowledge and Ideas**
Objectives	Students will
ELA.8.R.C3.1	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.
ELA.8.R.C3.2	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.
ELA.8.R.C3.3	evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

ELA.8.R.C3.4	delineate and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
ELA.8.R.C3.5	analyze a case in which two or more informational texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Cluster	**Range of Reading and Level of Text Complexity**
Objectives	Students will
ELA.8.R.C4.1	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.
ELA.8.R.C4.2	by the end of the year, read and comprehend literary nonfiction and other informational text at the high end of the grades 6–8 text complexity band independently and proficiently.

Grade 8	**English Language Arts**			
Standard:	Writing			
Performance Descriptors ELA.PD.8.W				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Eighth grade students at distinguished level in writing: compose logical arguments and informative/explanatory texts in a tone that conveys ideas clearly and shows clear relationships among claims, counterclaims, reasons and evidence; write narratives that include well-chosen details to outlining a problem, situation or observation; and establish one or more points of view while creating a smooth well-structured progression of experiences or events;	Eighth grade students at above mastery level in writing: compose logical arguments and informative/explanatory texts that convey ideas and show relationships among claims, counterclaims and reasons; write well-structured narratives using details to outlining a problem, situation or observation creating a smooth progression of experiences or events;	Eighth grade students at mastery level in writing: compose arguments and informative/explanatory texts to create cohesion and clarify relationships among claims and counterclaims; organize information into broader categories using well-chosen facts, quotations and varied transitions; write well-structured narratives that capture action, use sensory language, reflection, provide a concluding statement and show relationships among	Eighth grade students at partial mastery level in writing: compose logical arguments and informative/explanatory texts using accurate sources to create cohesion and examine claims and counterclaims with logical reasons and relevant evidence; write narratives, develop the elements of story, establish point of view and capture action;	Eighth grade students at novice level in writing: compose logical arguments and informative/explanatory texts using accurate sources to create cohesion and to support claims with clear reasons and relevant evidence while acknowledging alternate or opposing claims; write narratives using effective technique, relevant descriptive details and well-structured sequences to establish point of view and to capture action;

		experiences and events;		
use technology to develop and strengthen writing by rewriting and trying new approaches; publish and update individual and shared projects using technology's capacity to link to other information and to display information flexibly and dynamically;	use technology to develop and strengthen writing by rewriting and trying new approaches; with scaffolding publish and update individual and shared projects using technology's capacity to link to other information and to display information flexibly and dynamically;	use technology to produce, publish, distribute and strengthen writings that address purpose and audience; present relationships efficiently;	use technology to produce, publish, distribute and strengthen writings that address purpose and audience; present relationships efficiently using scaffolding as necessary;	use technology to produce, publish and distribute writing focused on how well purpose and audience have been addressed while linking to and citing sources;
effectively use advanced searches and narrow or broaden inquiry to conduct short as well as more sustained research projects or to solve a problem; explore multiple avenues including informational and literary texts to support a research topic, analysis and reflection; assess the authority and synthesize multiple print and digital sources; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism; and use standard citation;	effectively use advanced searches to conduct short as well as more sustained research projects or to solve a problem; explore multiple avenues including informational and literary texts to support analysis, reflection and research; assess the authority and synthesize multiple print and digital sources; integrate information into the text; avoid plagiarism; and use standard citation;	use search terms effectively to conduct short research projects answering self-generated questions; explore multiple avenues, including informational and literary texts to support a research topic, analysis and reflection; assess the credibility and accuracy of sources; avoid plagiarism; and use standard citation;	use search terms effectively to conduct short research projects answering questions; explore multiple avenues, including informational and literary texts to support a research topic, analysis and reflection; assess the credibility of sources; avoid plagiarism; and use standard citation;	use search terms effectively to conduct short research projects that generate additional related, focused questions for further research while assessing the credibility and accuracy of sources, avoiding plagiarism and using a standard form for citation; draw evidence from literary or informational text to support analysis, reflection and research;
write over extended time frames for research-based	write over extended time frames for research-based	write over extended time frames for research-based	write over extended time frames for research-based	write over extended time frames for research-based

projects and shorter time frames for specific tasks, purposes and audiences.	projects and shorter time frames for specific tasks, purposes and audiences.	projects and shorter time frames for specific tasks, purposes and audiences.	projects and shorter time frames for specific tasks, purposes and audiences.	projects and shorter time frames for specific tasks, purposes and audiences.

Cluster	**Text Types and Purposes**
Objectives	Students will
ELA.8.W.C9.1	write arguments to support claims with clear reasons and relevant evidence. • introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically. • support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. • establish and maintain a formal style. • provide a concluding statement or section that follows from and supports the argument presented.
ELA.8.W.C9.2	write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection organization and analysis of relevant content. • 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. • develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. • use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • use precise language and domain-specific vocabulary to inform about or explain the topic. • establish and maintain a formal style. • provide a concluding statement or section that follows from and supports the information or explanation presented.
ELA.8.W.C9.3	write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences. • 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. • use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters. • 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. • use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events. • provide a conclusion that follows from and reflects on the narrated experiences or events.

Cluster	**Production and Distribution of Writing**
Objectives	Students will
ELA.8.W.C10.1	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 objectives in text types and purposes).
ELA.8.W.C10.2	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 the language objectives up to and including grade 8.)
ELA.8.W.C10.3	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.
Cluster	**Research to Build and Present Knowledge**
Objectives	Students will
ELA.8.W.C11.1	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.
ELA.8.W.C11.2	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.
ELA.8.W.C11.3	draw evidence from literary or informational texts to support analysis, reflection and research. • apply *grade 8 reading objectives* 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"). • apply *grade 8 reading objectives* to literary nonfiction and other informational texts (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").
Cluster	**Range of Writing**
Objectives	Students will
ELA.8.W.C12.1	write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Grade 8	**English Language Arts**			
Standard:	Speaking & Listening			
Performance Descriptors ELA.PD.8.SL				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Eighth grade students at distinguished level in speaking and listening:	Eighth grade students at above mastery level in speaking and listening:	Eighth grade students at mastery level in speaking and listening:	Eighth grade students at the partial mastery level in speaking and listening:	Eighth grade students at novice level in speaking and listening:

initiate and participate in collaborative discussions on topics, texts and issues building on the ideas of others; set deadlines; stimulate thoughtful exchange of ideas by posing and responding to questions from diverse perspectives; integrate multiple sources of information and verify or challenge ideas or conclusions; evaluate a speaker's reasoning; qualify or justify their own views and make new connections based on the evidence and reasoning presented; present information, findings and supporting evidence clearly, concisely and logically with substance and style appropriate to purpose, audience and task so listeners can follow the line of reasoning; make strategic use of digital media to enhance reasoning, understanding and interest; adapt speech to a variety of contexts and tasks.	engage effectively in collaborative discussions on topics, texts and issues building on the ideas of others; set deadlines; stimulate thoughtful exchange of ideas responding to questions from diverse perspectives; integrate multiple sources of information and verify or challenge ideas or conclusions; qualify or justify their own views and make new connections based on the evidence and reasoning presented; present information, findings and supporting evidence clearly, concisely and logically appropriate to purpose, audience and task so listeners can follow the line of reasoning; make strategic use of digital media to enhance understanding and to add interest; adapt speech to a variety of contexts and tasks.	engage effectively in collaborative collegial discussions and decision-making; use information presented in diverse formats to engage in topics, texts and issues; analyze purpose, evaluate motives behind a presentation, identify irrelevant information, reflect, pose questions that connect ideas and when warranted qualify or justify their own views in light of the evidence presented; present claims that emphasize salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details strengthened by integrating multimedia and visual displays that clarify information and add interest.	engage in collaborative collegial discussions posing questions that connect ideas; acknowledge new information; analyze purpose; evaluate evidence, identify irrelevant evidence; respond to others with relevant observations and ideas; and modify and qualify their own views when warranted; present claims that emphasize salient points in a focused, coherent manner with relevant evidence and supporting details strengthened by integrating multimedia and visual displays that clarify information and add interest	engage in collaborative discussions; track progress toward goals and deadlines; pose questions that elicit elaboration; acknowledge new information; analyze how main ideas and details clarify a topic; evaluate reasoning, relevance and sufficiency of evidence; respond to others with relevant observations and ideas; and modify their own views when warranted; present claims and findings in a focused, coherent manner with pertinent descriptions, facts, details and examples using multimedia components and visual displays to emphasize salient points.

Cluster	**Comprehension and Collaboration**
Objectives	Students will
ELA.8.SL.C13.1	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.

	• 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. • follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed. • pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas. • acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.
ELA.8.SL.C13.2	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.
ELA.8.SL.C13.3	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.
Cluster	**Presentation of Knowledge and ideas**
Objectives	Students will
ELA.8.SL.C14.1	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.
ELA.8.SL.C14.2	integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest.
ELA.8.SL.C14.3	adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (see grade 8 language objectives for specific expectations.)

Grade 8	**English Language Arts**			
Standard:	Language			
Performance Descriptors ELA.PD.8.L				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Eighth grade students at distinguished level in language: use colons, semi-colons and parallel structure; incorporate a variety of phrases and clauses for sentence variety and interest;	Eighth grade students at above mastery level in language: use colons, semi-colons and parallel structure; incorporate a variety of phrases and clauses for sentence variety and interest with scaffolding;	Eighth grade students in the mastery level in language: use advanced verb forms and verbals; correct inappropriate shifts in voice and mood; use punctuation that indicates pause and omission; and use parallel structure;	Eighth grade students at partial mastery level in language: with scaffolding use advanced verb forms and verbals, correct inappropriate shifts in voice and mood; use punctuation that indicates pause and omission; and	Eighth grade students at novice level in language: use commas to separate coordinating adjectives; explain the function of phrases and clauses and place them in a sentence recognizing and correcting misplaced and dangling

			use parallel structure;	modifiers;
apply knowledge of language to write and edit work, understand how language functions in different contexts to make effective choices for meaning or style; and conform to the guidelines of a style manual;	apply knowledge of language to write and edit work, understand how language functions in different contexts to make effective choices for meaning or style; conform to the guidelines of a style manual with scaffolding;	use knowledge of language to understand word choices, including how verb voice and verb mood affect context, emphasis, expression and formal style;	choose language that effectively expresses ideas precisely and concisely by eliminating wordiness and redundancy;	choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy;
clarify etymology, interpret figures of speech such as euphemism and oxymoron in context and analyze their roles in text.	clarify etymology, interpret figures of speech such as euphemism and oxymoron in context and analyze their roles in text with minimal scaffolding.	interpret figures of speech such as verbal irony and puns in context.	interpret figures of speech such as verbal irony and puns in context with scaffolding.	interpret figures of speech such as allusions in context; use relationship between particular words such as synonyms/antonyms and analogies to better understand each of the words.

Cluster	**Conventions of Standard English**
Objectives	Students will
ELA.8.L.C15.1	demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. • form and use verbs in the active and passive voice. • form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood. • recognize and correct inappropriate shifts in verb voice and mood.
ELA.8.L.C15.2	demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. • use punctuation (comma, ellipsis, dash) to indicate a pause or break. • use an ellipsis to indicate an omission. • spell correctly.
Cluster	**Knowledge of Language**
Objectives	Students will
ELA.8.L.C16.1	use knowledge of language and its conventions when writing, speaking, reading or listening. • 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).
Cluster	**Vocabulary Acquisition and Use**
Objectives	Students will
ELA.8.L.C17.1	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. • 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. • use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*). • 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. • 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).
ELA.8.L.C17.2	demonstrate understanding of figurative language, word relationships and nuances in word meanings. • interpret figures of speech (e.g. verbal irony, puns) in context. • use the relationship between particular words to better understand each of the words. • distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
ELA.8.L.C17.3	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.

English Language Arts – Grade 9

English Language Arts ninth grade students continue to develop in literacy-rich environments as independent motivated readers and writers who think critically and take responsibility for their learning. They integrate and apply reading, writing, speaking, listening and the conventions of language across curriculums. They actively participate in inquiry based, student driven, engaging endeavors and collaborative learning situations to facilitate motivation and the foundation for lifelong learning. Frequent collaboration with peers and adults and analysis of a broad array of quality literary and informational texts of appropriate complexity, with increasing emphasis on informational text, create independent and proficient readers and communicators with an understanding of widely divergent cultures and experiences. Students use the writing process and the conventions of language to integrate information into text selectively to maintain the flow of ideas and avoid plagiarism by using standard citation. With increasing emphasis on informative/explanatory and argumentative writing and speaking, students conduct short as well as more sustained research projects to solve a problem and explore multiple avenues to support a research topic, analysis and/or reflection. They assess the authority and synthesize multiple print and digital sources. Ninth grade 21st Century learners critique oral and visual information and apply the information to global situations. The 21st Century student will employ technology best suited to audience, task, purpose and discipline. The West Virginia Standards for 21st Century Learning include the Next Generation West Virginia Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates content standards and objectives, learning skills and technology tools.

Grade 9	**English Language Arts**			
Standard:	Reading			
Performance Descriptors ELA.PD.9.R				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Ninth grade students at distinguished level in reading: objectively summarize and cite strong, thorough evidence to support analysis of connections and inferences; determine how the theme and central ideas emerge and shaped and are refined and how complex characters are developed and interact with other characters to	Ninth grade students at above mastery level in reading: objectively summarize and cite strong, thorough evidence to support analysis of connections and inferences; determine how the theme and central ideas emerge and are and how complex characters are developed to advance the plot or develop the theme in literary and	Ninth grade students at mastery reading objectively summarize and cite strong, thorough evidence to support analysis of connections and inferences; analyze the effectiveness of theme development, author's craft and how complex characters unfold in literary and informational texts;	Ninth grade students at partial mastery level in reading: objectively summarize and cite strong evidence to support analysis of connections and inferences to analyze the effectiveness of the development of theme and complex characters as they emerge in literary and informational texts;	Ninth grade students at novice level in reading: objectively summarize and cite textual evidence and make connections and inferences; analyze theme development and how sequence and complex characters are developed in literary and informational texts;

advance the plot or develop the theme in literary and informational texts; analyze cumulative impact of how author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of text, how word choice affects meaning and tone and how rhetoric, structure order of events, point of view and cultural experience are used to create various effects in literary and informational texts; analyze and defend the representation of literary and informational text in two different artistic mediums, determining which details are emphasized in each account; analyze how an author draws on and transforms source material in literary work; evaluate specific claims and assess validity, relevancy and sufficiency of evidence in informational texts; analyze seminal U.S.	informational texts; analyze cumulative impact of how author's ideas are developed by particular sentences, paragraphs or larger portions of text, how word choice affects meaning and tone and how rhetoric, structure order of events, point of view and cultural experience are used to create various effects in literary and informational texts; analyze and support the representation of literary and informational text in two different artistic mediums, determining which details are emphasized in each account; analyze how an author draws on and transforms source material in literary work; evaluate specific claims and assess validity, relevancy and sufficiency of evidence in informational texts; analyze seminal U.S.	analyze cumulative impact of how author's craft, rhetoric, structure and point of view contribute to text development, tone, style, suspense and humor; analyze point of view or cultural experience reflected in a wide range of world literature and informational text; analyze the representation of literary and informational text in two different artistic mediums, determining which details are emphasized in each account; analyze how an author draws on and transforms source material in literary work; evaluate specific claims and assess validity, relevancy and sufficiency of evidence in informational texts; analyze seminal U.S. documents of historical	analyze how author's craft, word choice, structure and point of view impact text development, tone, style, suspense and humor; analyze point of view or cultural experience reflected in a wide range of world literature and informational text; with scaffolding, analyze the representation of literary and informational text in two different artistic mediums, determining which details are emphasized in each account; analyze how an author draws on and transforms source material in literary work; evaluate specific claims and assess validity, relevancy and sufficiency of evidence in informational texts; analyze seminal U.S.	analyze how word choice, structure and point of view contribute to text development, tone, style, suspense and humor; compare and contrast among literary and informational texts; analyze the extent to which a filmed or live production stays faithful to the text or script; evaluate the use of different mediums in presenting a topic; assess soundness of reasoning and relevance of evidence; identify conflicting information in two or more informational texts and draw from the themes, patterns of events or character types from early literary works to render modern works of fiction;

documents of historical and literary significance; comprehend literary and informational texts in the grades 9-10 text complexity band independently and proficiently.	documents of historical and literary significance; read and comprehend literary and informational texts in the grades 9-10 text complexity band with minimal scaffolding at the high end of the range.	and literary significance; read and comprehend literary and informational texts in the grades 9-10 text complexity band proficiently with scaffolding as needed at the high end of the range.	documents of historical and literary significance; read and comprehend literary and informational texts in the grades 9-10 text complexity band proficiently with minimal scaffolding as needed.	read and comprehend literary and informational texts in the grades 6-8 text complexity band with scaffolding as needed at the high end of the range.

Cluster	**Key Ideas and Details**
Objectives	Students will
ELA.9.R.C1.1	cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the literary text.
ELA.9.R.C1.2	determine a theme or central idea of a literary text and analyze in detail its development over the course of the literary text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the literary text.
ELA.9.R.C1.3	analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters and advance the plot or develop the theme.
ELA.9.R.C1.4	cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.
ELA.9.R.C1.5	determine a central idea of an informational text and analyze its development over the course of the informational text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the informational text.
ELA.9.R.C1.6	analyze how the author unfolds an analysis or series of ideas or events in informational texts, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.
Cluster	**Craft and Structure**
Objectives	Students will
ELA.9.R.C2.1	determine the meaning of words and phrases as they are used in the literary 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).
ELA.9.R.C2.2	analyze how an author's choices concerning how to structure a literary text order events within it (e.g., parallel plots) and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension or surprise.
ELA.9.R.C2.3	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.
ELA.9.R.C2.4	determine the meaning of words and phrases as they are used in a informational 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).

ELA.9.R.C2.5	analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of an informational text (e.g., a section or chapter).
ELA.9.R.C2.6	determine an author's point of view or purpose in an informational text and analyze how an author uses rhetoric to advance that point of view or purpose.
Cluster	**Integration of Knowledge and Ideas**
Objectives	Students will
ELA.9.R.C3.1	analyze the representation in a literary text in 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*).
ELA.9.R.C3.2	analyze how an author draws on and transforms source material in a specific literary 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).
ELA.9.R.C3.3	analyze various accounts of a subject told in different mediums of informational texts (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
ELA.9.R.C3.4	delineate and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
ELA.9.R.C3.5	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.
Cluster	**Range of Reading and Level of Text Complexity**
Objectives	Students will
ELA.9.R.C4.1	by the end of the year, read and comprehend literature, including stories, drama and poems, in the grade 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
ELA.9.R.C4.2	by the end of the year, 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.

Grade 9	**English Language Arts**			
Standard:	Writing			
Performance Descriptors ELA.PD.9.W				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Ninth grade students at distinguished level in writing: compose logical arguments and informative/explanatory	Ninth grade students at above mastery level in writing: compose logical arguments and informative/explanatory	Ninth grade students at mastery level in writing: compose logical arguments and informative/explanatory	Ninth grade students at partial mastery level in writing: compose logical arguments and informative/explanatory	Ninth grade students at novice level in writing: compose arguments and informative/explanatory texts to create cohesion

texts in a tone that conveys ideas clearly and shows clear relationships among claims, counterclaims, reasons and relevant evidence; write narratives that include well-chosen details to outline a problem, situation or observation and establish one or more points of view while creating a smooth well-structured progression of experiences or events using a variety of words to link sections of the text;	texts in a tone that conveys ideas clearly and shows clear relationships among claims, counterclaims, reasons and relevant evidence; write narratives that include well-chosen details to set out a problem, situation or observation and establish one or more points of view while creating a smooth well-structured progression of experiences or events;	texts in a tone that conveys ideas clearly and shows clear relationships among claims, counterclaims, reasons and evidence; write narratives that include well-chosen details to outline a problem, situation or observation; and establish one or more points of view while creating a smooth well-structured progression of experiences or events;	texts that convey ideas and show relationships among claims, counterclaims and reasons; write well-structured narratives using details to outline a problem, situation or observation creating a smooth progression of experiences or events;	and clarify relationships among claims and counterclaims; organize information into broader categories using well-chosen facts, quotations and varied transitions; write well-structured narratives that capture action, use sensory language, reflection, provide a concluding statement and show relationships among experiences and events;
use technology to develop and strengthen writing by rewriting and trying new approaches; publish and update individual and shared projects using technology's capacity to link to other information and to display information flexibly and dynamically in response to on-going feedback;	use technology to develop and strengthen writing by rewriting and trying new approaches; publish and update individual and shared projects using technology's capacity to link to other information and to display information flexibly and dynamically in response to feedback;	use technology to develop and strengthen writing by rewriting and trying new approaches; publish and update individual and shared projects using technology's capacity to link to other information and to display information flexibly and dynamically;	use technology to develop and strengthen writing by rewriting and trying new approaches; with scaffolding, publish and update individual and shared projects using technology's capacity to link to other information and to display information flexibly and dynamically;	use technology to produce, publish, distribute and strengthen writings that address purpose and audience; present relationships efficiently;
effectively use advanced searches and narrow or broaden inquiry to conduct short as well as more sustained research projects or to solve a problem;	effectively use advanced searches and narrow or broaden inquiry to conduct short as well as more sustained research projects or to solve a problem;	effectively use advanced searches and narrow or broaden inquiry to conduct short as well as more sustained research projects or to solve a problem;	effectively use advanced searches to conduct short as well as more sustained research projects or to solve a problem; explore multiple avenues,	use search terms effectively to conduct short research projects answering self-generated questions; explore multiple avenues, including

explore multiple avenues, including informational and literary texts, to support a research topic, analysis and reflection; assess the authority and synthesize multiple print and digital sources in terms of task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism; and use standard citation; write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.	explore multiple avenues, including informational and literary texts to support a research topic, analysis and reflection; assess the authority and synthesize multiple print and digital sources in terms of audience, integrate information into the text selectively to maintain the flow of ideas, avoid plagiarism and use standard citation; write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.	explore multiple avenues, including informational and literary texts, to support a research topic, analysis and reflection; assess the authority and synthesize multiple print and digital sources, integrate information into the text selectively to maintain the flow of ideas, avoid plagiarism and use standard citation; write over extended time frames for research-based projects and shorter time frames for specific tasks purposes and audiences.	including informational and literary texts to support analysis, reflection and research; assess the authority and synthesize multiple print and digital sources; integrate information into the text; avoid plagiarism; and use standard citation; write over extended time frames for research-based projects and shorter time frames for specific tasks purposes and audiences.	informational and literary texts, to support a research topic, analysis and reflection; assess the credibility and accuracy of sources; avoid plagiarism; and use standard citation; write over extended time frames for research-based projects and shorter time frames for specific tasks purposes and audiences.

Cluster	**Text Types and Purposes**
Objectives	Students will
ELA.9.W.C9.1	write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence. • develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. • 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. • establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • provide a concluding statement or section that follows from and supports the argument presented.
ELA.9.W.C9.2	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. • 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. • 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. • use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts. • use precise language and domain-specific vocabulary to manage the complexity of the topic. • establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • 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).
ELA.9.W.C9.3	write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. • 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. • use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences events and/or characters. • use a variety of techniques to sequence events so that they build on one another to create a coherent whole. • use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. • provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.
Cluster	**Production and Distribution of Writing**
Objectives	Students will
ELA.9.W.C10.1	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 Text Types and Purposes.)
ELA.9.W.C10.2	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 all Language objectives up to and including grade 9.)
ELA.9.W.C10.3	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.
Cluster	**Research to Build and Present Knowledge**
Objectives	Students will
ELA.9.W.C11.1	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.

ELA.9.W.C11.2	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.
ELA.9.W.C11.3	draw evidence from literary or informational texts to support analysis, reflection and research. • apply *grades 9–10 Reading objectives* 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]"). • apply *grade 9 Reading objectives* 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").
Cluster	**Range of Writing**
Objectives	Students will
ELA.9.W.C12.1	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.

Grade 9	**English Language Arts**			
Standard:	Speaking & Listening			
Performance Descriptors ELA.PD.9.SL				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Ninth grade students at distinguished level in speaking and listening: initiate and participate in collaborative discussions on topics, texts and issues, building on the ideas of others; set deadlines; stimulate thoughtful exchange of ideas by posing and responding to questions from diverse perspectives; integrate multiple sources of information and verify or challenge ideas or conclusions in order to	Ninth grade students at above mastery level in speaking and listening: initiate and participate in collaborative discussions on topics, texts and issues, building on the ideas of others; set deadlines; stimulate thoughtful exchange of ideas by posing and responding to questions from diverse perspectives; integrate multiple sources of information and verify or challenge ideas or	Ninth grade students at mastery level in speaking and listening: initiate and participate in collaborative discussions on topics, texts and issues, building on the ideas of others; set deadlines; stimulate thoughtful exchange of ideas by posing and responding to questions from diverse perspectives; integrate multiple sources of information and verify or challenge ideas or	Ninth grade students at partial mastery level in speaking and listening: engage effectively in collaborative discussions on topics, texts and issues, building on the ideas of others; set deadlines; stimulate thoughtful exchange of ideas responding to questions from diverse perspectives; integrate multiple sources of information and verify or challenge ideas or conclusions; qualify or	Ninth grade students at novice level in speaking and listening: engage effectively in collaborative collegial discussions and decision-making; use information presented in diverse formats to engage in topics, texts and issues; analyze purpose, evaluate motives behind a presentation, identify irrelevant information, reflect, pose questions that connect ideas and when

make decisions and solve problems; evaluate a speaker's reasoning; qualify or justify their own views and make new connections based on the evidence and reasoning presented; present information, findings and supporting evidence conveying clear and distinct perspective with substance and style appropriate to purpose, audience and task so listeners can follow the line of reasoning; make strategic use of digital media to enhance reasoning, understanding and interest; and adapt speech to a variety of contexts and tasks.	conclusions in order to make decisions; evaluate a speaker's reasoning; qualify or justify their own views and make new connections based on the evidence and reasoning presented; present information, findings and supporting evidence conveying perspective with substance and style appropriate to purpose, audience and task so listeners can follow the line of reasoning; make strategic use of digital media to enhance reasoning, understanding and interest; adapt speech to a variety of contexts and tasks.	conclusions; evaluate a speaker's reasoning; qualify or justify their own views and make new connections based on the evidence and reasoning presented; present information, findings and supporting evidence clearly, concisely and logically with substance and style appropriate to purpose, audience and task so listeners can follow the line of reasoning; make strategic use of digital media to enhance reasoning, understanding and interest; and adapt speech to a variety of contexts and tasks.	justify their own views and make new connections based on the evidence and reasoning presented; present information, findings and supporting evidence clearly, concisely and logically appropriate to purpose, audience and task so listeners can follow the line of reasoning; make strategic use of digital media to enhance understanding and to add interest; and adapt speech to a variety of contexts and tasks.	warranted qualify or justify their own views in light of the evidence presented; present claims that emphasize salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details strengthened by integrating multimedia and visual displays that clarify information and add interest.

Cluster	**Comprehension and Collaboration**
Objectives	Students will
ELA.9.SL.C13.1	initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on *grade 9 topics, texts and issues*, building on others' ideas and expressing their own clearly and persuasively. • 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. • 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. • 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. • 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.
ELA.9.SL.C13.2	integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively orally) evaluating the credibility and accuracy of each source.
ELA.9.SL.C13.3	evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Cluster	**Presentation of Knowledge and Ideas**
Objectives	Students will
ELA.9.SL.C14.1	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.
ELA.9.SL.C14.2	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.
ELA.9.SL.C14.3	adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 9 Language objectives for specific expectations.)

Grade 9	**English Language Arts**			
Standard:	Language			
Performance Descriptors ELA.PD.9.L				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Ninth grade students at distinguished level in language: use colons to introduce quotations, semi-colons and parallel structure; incorporate a variety of phrases and clauses for sentence variety and interest. ; apply knowledge of language to write and edit work appropriate for the discipline and writing type,	Ninth grade students at above mastery level in language: use colons to introduce quotations with scaffolding; use semi-colons and parallel structure; incorporate a variety of phrases and clauses for sentence variety and interest; apply knowledge of language to write and edit work appropriate for the discipline and writing type,	Ninth grade students at mastery level in language: use colons, semi-colons and parallel structure; incorporate a variety of phrases and clauses for sentence variety and interest; apply knowledge of language to write and edit work, understand how language functions in	Ninth grade students at partial mastery level in language: use colons, semi-colons and parallel structure; incorporate a variety of phrases and clauses for sentence variety and interest with scaffolding. apply knowledge of language to write and edit work, understand how language functions in	Ninth grade students at the novice level in language: use advanced verb forms and verbals; correct inappropriate shifts in voice and mood; use punctuation that indicates pause and omission; and use parallel structure; use knowledge of language to understand word choices, including how verb voice and verb mood

understand how language functions in different contexts to make effective choices for meaning or style to aid in comprehension; conform to the guidelines of a style manual; clarify etymology and interpret figures of speech such as euphemism and oxymoron in context and analyze their roles in the text independently and proficiently.	understand how language functions in different contexts to make effective choices for meaning or style to aid in comprehension; conform to the guidelines of a style manual with minimal scaffolding; independently clarify etymology and interpret figures of speech such as euphemism and oxymoron in context and analyze their roles in the text.	different contexts to make effective choices for meaning or style; conform to the guidelines of a style manual; clarify etymology and interpret figures of speech such as euphemism and oxymoron in context and analyze their roles in the text with minimal scaffolding.	different contexts to make effective choices for meaning or style; conform to the guidelines of a style manual with scaffolding; clarify etymology and interpret figures of speech such as euphemism and oxymoron in context and analyze their roles in the text with scaffolding.	affect context, emphasis, expression and formal style; interpret figures of speech such as verbal irony and puns in context independently and proficiently.

Cluster	**Conventions of Standard English**
Objectives	Students will
ELA.9.L.C15.1	demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • use parallel structure. • use various types of phrases (noun, verb, adjectival, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations
ELA.9.L.C15.2	demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. • use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. • use a colon to introduce a list or quotation. • spell correctly.
Cluster	**Knowledge of Language**
Objectives	Students will
ELA.9.L.C16.1	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. • 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.
Cluster	**Vocabulary Acquisition and Use**
Objectives	Students will
ELA.9.L.C17.1	determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 9 reading and content*,

	choosing flexibly from a range of strategies. • 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. • identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). • 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. • 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).
ELA.9.L.C17.2	demonstrate understanding of figurative language, word relationships and nuances in word meanings. • interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. • analyze nuances in the meaning of words with similar denotations.
ELA.9.L.C17.3	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.

English Language Arts – Grade 10

English Language Arts tenth grade students become more adept at making connections and transferring knowledge to new situations through research and writing in literacy-rich environments. They continue to develop as independent motivated readers and writers who analyze impact of and take responsibility for their learning. They analyze, defend and support views using reading, writing, speaking, listening and the conventions of language across curriculums. They collaboratively participate in inquiry based, student driven, engaging endeavors that facilitate motivation and the foundation for lifelong learning. Thorough analysis of a broad array of quality literary and informational texts of appropriate complexity, with increasing emphasis on informational text, creates independent and proficient readers and communicators who appropriately initiate and discuss issues with widely divergent cultures. Students use technology to strengthen writing and use the writing process and the conventions of language to compose logical arguments and explanations with proper tone and form one or more points of view and present information and findings with clear and distinct perspective and style. They conduct short as well as more sustained research projects to solve a problem and explore multiple avenues to support a research topic, analysis and/or reflection. They avoid plagiarism, assess the authority and synthesize multiple print and digital sources in terms of task, purpose and audience. Ninth grade 21st Century learners critique oral and visual information and apply the information to global situations. The 21st Century student will employ technology best suited to audience, task, purpose and discipline. The West Virginia Standards for 21st Century Learning include the Next Generation West Virginia Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates content standards and objectives, learning skills and technology tools.

Grade 10	**English Language Arts**			
Standard:	Reading			
Performance Descriptors ELA.PD.10.R				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Tenth grade students at distinguished level in reading: objectively summarize and cite strong, thorough evidence to support analysis of connections and inferences; how two or more themes and central ideas build on one another to produce a complex account, are shaped and are refined by the order in	Tenth grade students at above mastery level in reading: objectively summarize and cite strong, thorough evidence to support analysis of connections and inferences; how two or more themes and central ideas build on one another, are shaped and are refined by the order in which points are made; how	Tenth grade students at mastery level in reading: objectively summarize and cite strong, thorough evidence to support analysis of connections and inferences; how the theme and central ideas emerge, are shaped and are refined by the order in which points are made; how complex characters	Tenth grade students at partial mastery level in reading: objectively summarize and cite strong, thorough evidence to support analysis of connections and inferences; how the theme and central ideas emerge and are shaped by the order in which points are made; how complex characters are developed to	Tenth grade students at novice level in reading: objectively summarize and cite strong, thorough evidence to support analysis of connections and inferences; analyze the effectiveness of theme development, author's craft and how complex characters unfold in literary and informational

which points are made; and how complex characters are developed and interact with other characters to advance the plot or develop the theme in literary and informational texts;	complex characters are developed and interact with other characters to advance the plot or develop the theme in literary and informational texts	are developed and interact with other characters to advance the plot or develop the theme in literary and informational texts;	advance the plot or develop the theme in literary and informational texts;	texts;
read and analyze cumulative impact of how author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of text, how word choice uses and refines meaning and tone and how rhetoric, structure order of events, point of view and cultural experience are used to create various effects including satire, sarcasm, irony and understatement in literary and informational texts;	read and analyze cumulative impact of how author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of text, how word choice affects meaning and tone and how rhetoric, structure order of events, point of view and cultural experience are used to create various effects including satire, sarcasm, irony and understatement in literary and informational texts;	read and analyze cumulative impact of how author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of text, how word choice affects meaning and tone and how rhetoric, structure order of events, point of view and cultural experience are used to create various effects in literary and informational texts;	read and analyze cumulative impact of how author's ideas are developed by particular sentences, paragraphs or larger portions of text, how word choice affects meaning and tone and how rhetoric, structure order of events, point of view and cultural experience are used to create various effects in literary and informational texts;	read and analyze cumulative impact of how author's craft, rhetoric, structure and point of view contribute to text development, tone, style, suspense and humor; analyze point of view or cultural experience reflected in a wide range of world literature and informational texts;
analyze and defend the representation of literary and informational text in two different artistic mediums, determining which details are emphasized in each account; analyze how an author draws on and	analyze and defend the representation of literary and informational text in two different artistic mediums, determining which details are emphasized in each account; analyze how an author draws on and	analyze and defend the representation of literary and informational text in two different artistic mediums, determining which details are emphasized in each account; analyze how an author draws on and	analyze and support the representation of literary and informational text in two different artistic mediums, determining which details are emphasized in each account; analyze how an author draws on and	analyze the representation of literary and informational text in two different artistic mediums, determining which details are emphasized in each account; analyze how an author draws on and transforms source material

transforms source material in literary work; evaluate specific claims and assess validity, relevancy and sufficiency of evidence in informational texts; analyze seminal U.S. documents of historical and literary significance with a focus on American Literature and Early American historical documents; read and comprehend literary and informational texts in the grades 11-CCR text complexity band proficiently with scaffolding as needed at the high end of the range.	transforms source material in literary work; evaluate specific claims and assess validity, relevancy and sufficiency of evidence in informational texts; analyze seminal U.S. documents of historical and literary significance with a focus on American Literature; read and comprehend literary and informational texts in the grades 11-CCR text complexity band proficiently with scaffolding as needed.	transforms source material in literary work; evaluate specific claims and assess validity, relevancy and sufficiency of evidence in informational texts; analyze seminal U.S. documents of historical and literary significance; read and comprehend literary and informational texts in the grades 9-10 text complexity band independently and proficiently.	transforms source material in literary work; evaluate specific claims and assess validity, relevancy and sufficiency of evidence in informational texts; analyze seminal U.S. documents of historical and literary significance; read and comprehend literary and informational texts in the grades 9-10 text complexity band proficiently with minimal scaffolding at the high end of the range.	in literary work; evaluate specific claims and assess validity, relevancy and sufficiency of evidence in informational texts; analyze seminal U.S. documents of historical and literary significance. ; read and comprehend literary and informational texts in the grades 9-10 text complexity band proficiently with minimal scaffolding as needed.

Cluster	**Key Ideas and Details**
Objectives	Students will
ELA.10.R.C1.1	cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, recognizing when the text leaves matters uncertain.
ELA.10.R.C1.2	determine two themes or central ideas of a literary text and analyze in detail their development over the course of the literary text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the literary text.
ELA.10.R.C1.3	analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters and impact the plot or develop the theme.
ELA.10.R.C1.4	cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text recognizing when the text leaves matters uncertain.
ELA.10.R.C1.5	determine two central ideas of an informational text and analyze their development over the course of the informational text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the informational text.
ELA.10.R.C1.6	analyze how the author unfolds an analysis or series of complex ideas or events in informational texts, including the order in

	which the points are made, how they are developed and interact.
Cluster	**Craft and Structure**
Objectives	Students will
ELA.10.R.C2.1	determine the meaning of multiple-meaning words and phrases as they are used in a literary 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).
ELA.10.R.C2.2	analyze how an author's choices concerning how to structure a literary text order events within it (e.g., parallel plots) and manipulate time (e.g., pacing, flashbacks) contribute to its overall structure and create such effects as mystery, tension or surprise.
ELA.10.R.C2.3	analyze and defend 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.
ELA.10.R.C2.4	determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative and technical meanings; analyze and defend 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).
ELA.10.R.C2.5	analyze and defend in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of an informational text (e.g., a section or chapter).
ELA.10.R.C2.6	determine an author's point of view or purpose in an informational text and evaluate how an author uses rhetoric to advance that point of view or purpose.
Cluster	**Integration of Knowledge and Ideas**
Objectives	Students will
ELA.10.R.C3.1	analyze the representation of a literary text of a subject or a key scene in two or more different artistic mediums, including what is emphasized or absent in each treatment and why (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).
ELA.10.R.C3.2	analyze and defend how an author draws on and transforms source material in a specific literary 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).
ELA.10.R.C3.3	analyze and defend various accounts of a subject told in different mediums of informational texts (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
ELA.10.R.C3.4	delineate and evaluate the argument and specific claims and counterclaims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
ELA.10.R.C3.5	analyze and defend 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.
Cluster	**Range of Reading and Level of Text Complexity**
Objectives	Students will
ELA.10.R.C4.1	by the end of the year, read and comprehend literature, including stories, dramas and poetry, independently and proficiently, at the high end of the grade 9-10 text complexity band.

ELA.10.R.C4.2	by the end of the year, read and comprehend literary nonfiction, independently and proficiently, at the high end of the grade 9-10 text complexity band.

Grade 10	**English Language Arts**			
Standard:	Writing			
Performance Descriptors ELA.PD.10.W				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Tenth grade students at distinguished level in writing: compose logical arguments and informative/explanatory texts in a tone that conveys ideas clearly and establishes the significance of claims, counterclaims, reasons, bias and relevant evidence using techniques such as metaphor, simile and analogy; write narratives that include well-chosen details to build toward a particular tone and outcome, situation or observation; and establish one or more points of view while creating a smooth well-structured progression of experiences or events using a variety of words to link sections of the text; use technology to develop	Tenth grade students at above mastery level in writing: compose logical arguments and informative/explanatory texts in a tone that conveys ideas clearly and establishes the significance of claims, counterclaims, reasons and relevant evidence using techniques such as metaphor, simile and analogy; write narratives that include well-chosen details to outline a problem, situation or observation; and establish one or more points of view while creating a smooth well-structured progression of experiences or events using a variety of words to link sections of the text; with scaffolding, use	Tenth grade students at mastery level in writing: compose logical arguments and informative/explanatory texts in a tone that conveys ideas clearly and shows clear relationships among claims, counterclaims, reasons and relevant evidence; write narratives that include well-chosen details to outline a problem, situation or observation; and establish one or more points of view while creating a smooth well-structured progression of experiences or events using a variety of words to link sections of the text; use technology to develop	Tenth grade students at partial mastery level in writing: compose logical arguments and informative/explanatory texts in a tone that conveys ideas clearly and shows clear relationships among claims, counterclaims, reasons and relevant evidence; write narratives that include well-chosen details to outline a problem, situation or observation; and establish one or more points of view while creating a smooth well-structured progression of experiences or events; use technology to develop	Tenth grade students at novice level in writing: compose logical arguments and informative/explanatory texts in a tone that conveys ideas clearly and shows clear relationships among claims, counterclaims, reasons and evidence; write narratives that include well-chosen details to outline a problem, situation or observation; and establish one or more points of view while creating a smooth well-structured progression of experiences or events; use technology to develop

and strengthen writing by rewriting and trying new approaches; publish and update individual and shared projects using technology's capacity to link to other information and to display information flexibly and dynamically in response to on-going feedback including new arguments or information;	technology to develop and strengthen writing by rewriting and trying new approaches; publish and update individual and shared projects using technology's capacity to link to other information and to display information flexibly and dynamically in response to ongoing feedback including new arguments or information;	and strengthen writing by rewriting and trying new approaches; publish and update individual and shared projects using technology's capacity to link to other information and to display information flexibly and dynamically in response to ongoing feedback;	and strengthen writing by rewriting and trying new approaches; publish and update individual and shared projects using technology's capacity to link to other information and to display information flexibly and dynamically in response to feedback;	and strengthen writing by rewriting and trying new approaches; publish and update individual and shared projects using technology's capacity to link to other information and to display information flexibly and dynamically;
effectively use advanced searches and narrow or broaden inquiry to conduct short as well as more sustained research projects or to solve a problem; explore multiple avenues, including informational and literary texts to support a research topic, analysis and reflection; assess the strength and limitation of the source and synthesize multiple print and digital sources in terms of task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and overreliance of any one source; and use standard	effectively use advanced searches and narrow or broaden inquiry to conduct short as well as more sustained research projects or to solve a problem; explore multiple avenues, including informational and literary texts to support a research topic, analysis and reflection; assess the strength and limitation of the source and synthesize multiple print and digital sources in terms of task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism; and use standard citation;	effectively use advanced searches and narrow or broaden inquiry to conduct short as well as more sustained research projects or to solve a problem; explore multiple avenues, including informational and literary texts to support a research topic, analysis and reflection; assess the authority and synthesize multiple print and digital sources in terms of task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism; and use standard citation;	effectively use advanced searches and narrow or broaden inquiry to conduct short as well as more sustained research projects or to solve a problem; explore multiple avenues, including informational and literary texts to support a research topic, analysis and reflection; assess the authority and synthesize multiple print and digital sources in terms of audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism; and use standard citation;	effectively use advanced searches and narrow or broaden inquiry to conduct short as well as more sustained research projects or to solve a problem; explore multiple avenues, including informational and literary texts to support a research topic, analysis and reflection; assess the authority and synthesize multiple print and digital sources; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism; and use standard citation;

citation; write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.	write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.	write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.	write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.	write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.

Cluster	**Text Types and Purposes**
Objectives	Students will
ELA.10.W.C9.1	write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • introduce precise, knowledgeable claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence. • develop claim(s) and counterclaims fairly, supplying relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. • use a variety of 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. • establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • provide a concluding statement or section that follows from and supports the argument presented.
ELA.10.W.C9.2	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. • introduce a topic; organize complex ideas, concepts and information to analyze important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension. • develop the topic with well-chosen, relevant, significant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic. • use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts. • use precise language and domain-specific vocabulary to manage the complexity of the topic. • establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • 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).
ELA.10.W.C9.3	write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

	• 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. • use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters. • use a variety of techniques to sequence events so that they build on one another to create a coherent whole to build upon a particular outcome. • use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. • provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.
Cluster	**Production and Distribution of Writings**
Objectives	Students will
ELA.10.W.C10.1	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 Text Types and Purposes.)
ELA.10.W.C10.2	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 all Language objectives up to and including grade 10.)
ELA.10.W.C10.3	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 in response to ongoing feedback.
Cluster	**Research to Build and Present Knowledge**
Objectives	Students will
ELA.10.W.C11.1	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.
ELA.10.W.C11.2	gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in terms of task, purpose and audience 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.
ELA.10.W.C11.3	draw evidence from literary or informational texts to support analysis, reflection and research. • apply *grade 10 Reading objectives* 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]"). • apply *grade 10 Reading objectives* 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").
Range of Writing	

ELA.10.W.C12.1	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.

Grade 10	**English Language Arts**			
Standard:	Speaking & Listening			
Performance Descriptors ELA.PD.10.SL				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Tenth grade students at distinguished level in speaking and listening: initiate and participate in collaborative discussions on topics, texts and issues that probe reasoning and evidence and promote diverse creative perspectives; set deadlines; stimulate thoughtful exchange of ideas by posing and responding to questions from diverse perspectives; integrate multiple sources of information and verify or challenge ideas or conclusions in order to make decisions and solve problems; evaluate a speaker's reasoning, tone and emphasis; qualify or justify their own views and make new connections based on the evidence and reasoning presented;	Tenth grade students at above mastery level in speaking and listening: initiate and participate in collaborative discussions on topics, texts and issues that probe reasoning and evidence and promote diverse creative perspectives; set deadlines; stimulate thoughtful exchange of ideas by posing and responding to questions from diverse perspectives; integrate multiple sources of information and verify or challenge ideas or conclusions in order to make decisions and solve problems; evaluate a speaker's reasoning; qualify or justify their own views and make new connections based on the evidence and reasoning presented;	Tenth grade students at mastery level in speaking and listening: initiate and participate in collaborative discussions on topics, texts and issues, building on the ideas of others; set deadlines; stimulate thoughtful exchange of ideas by posing and responding to questions from diverse perspectives; integrate multiple sources of information and verify or challenge ideas or conclusions in order to make decisions and solve problems; evaluate a speaker's reasoning; qualify or justify their own views and make new connections based on the evidence and reasoning presented;	Tenth grade students at partial mastery level in speaking and listening: initiate and participate in collaborative discussions on topics, texts and issues, building on the ideas of others; set deadlines; stimulate thoughtful exchange of ideas by posing and responding to questions from diverse perspectives; integrate multiple sources of information and verify or challenge ideas or conclusions in order to make decisions; evaluate a speaker's reasoning; qualify or justify their own views and make new connections based on the evidence and reasoning presented;	Tenth grade students at novice level in speaking and listening: initiate and participate in collaborative discussions on topics, texts and issues, building on the ideas of others; set deadlines; stimulate thoughtful exchange of ideas by posing and responding to questions from diverse perspectives; integrate multiple sources of information and verify or challenge ideas or conclusions; evaluate a speaker's reasoning; qualify or justify their own views and make new connections based on the evidence and reasoning presented;

present information, findings and supporting evidence conveying clear and distinct perspective with substance and style appropriate to purpose, audience and task so listeners can follow the line of reasoning; make strategic use of digital media to enhance reasoning, understanding and interest; and adapt speech to a variety of contexts and informal and formal tasks addressing opposing perspectives.	present information, findings and supporting evidence conveying clear and distinct perspective with substance and style appropriate to purpose, audience and task so listeners can follow the line of reasoning; make strategic use of digital media to enhance reasoning, understanding and interest; and adapt speech to a variety of contexts and informal and formal tasks.	present information, findings and supporting evidence conveying clear and distinct perspective with substance and style appropriate to purpose, audience and task so listeners can follow the line of reasoning; make strategic use of digital media to enhance reasoning, understanding and interest; and adapt speech to a variety of contexts and tasks.	present information, findings and supporting evidence conveying perspective with substance and style appropriate to purpose, audience and task so listeners can follow the line of reasoning; make strategic use of digital media to enhance reasoning, understanding and interest; and adapt speech to a variety of contexts and tasks.	present information, findings and supporting evidence clearly, concisely and logically with substance and style appropriate to purpose, audience and task so listeners can follow the line of reasoning; make strategic use of digital media to enhance reasoning, understanding and interest; and adapt speech to a variety of contexts and tasks.

Cluster	**Comprehension and Collaboration**
Objectives	Students will
ELA.10.SL.C13.1	initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on *grade 10 topics, texts and issues*, building on others' ideas and expressing their own clearly and persuasively. • 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. • work with peers to set rules for democratic 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. • propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify or challenge ideas and conclusions. • respond thoughtfully to diverse perspectives, analyze 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.
ELA.10.SL.C13.2	integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively orally) evaluating the credibility and accuracy of each source in order to make decisions and solve problems.
ELA.10.SL.C13.3	evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, assessing any fallacious reasoning or exaggerated or distorted evidence.

Cluster	**Presentation of Knowledge and Ideas**
Objectives	Students will
ELA.10.SL.C14.1	present information, findings and supporting evidence, conveying clear and distinct perspective such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.
ELA.10.SL.C14.2	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.
ELA.10.SL.C14.3	adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 10 Language objectives for specific expectations.)

Grade 10	**English Language Arts**			
Standard:	Language			
Performance Descriptors ELA.PD.10.L				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Tenth grade students at distinguished level in language: use colons to introduce quotations, semi-colons, hyphenation and parallel structure; incorporate a variety of phrases and clauses for sentence variety and interest and understand that conventions are subject to change over time and are sometimes contested; apply knowledge of language to write and edit work appropriate for the discipline and writing type, understand how language functions in different contexts to make effective choices for meaning or style	Tenth grade students at above mastery level in language: use colons to introduce quotations, semi-colons hyphenation and parallel structure; incorporate a variety of phrases and clauses for sentence variety and interest; apply knowledge of language to write and edit work appropriate for the discipline and writing type, understand how language functions in different contexts to make effective choices for	Tenth grade students at mastery level in language: use colons to introduce quotations, semi-colons and parallel structure; incorporate a variety of phrases and clauses for sentence variety and interest; apply knowledge of language to write and edit work appropriate for the discipline and writing type, understand how language functions in different contexts to make effective choices for	Tenth grade students at partial mastery level in language: use colons to introduce quotations with scaffolding; use semi-colons and parallel structure; incorporate a variety of phrases and clauses for sentence variety and interest with scaffolding; apply knowledge of language to write and edit work appropriate for the discipline and writing type, understand how language functions in different contexts to make effective choices for	Tenth grade students at novice level in language: use colons, semi-colons and parallel structure; incorporate a variety of phrases and clauses for sentence variety and interest; apply knowledge of language to write and edit work, understand how language functions in different contexts to make effective choices for meaning or; conform to the guidelines of a style

and vary syntax using references; conform to the guidelines of a style manual. clarify and interpret figures of speech such as hyperbole and paradox in context and analyze their roles in the text with minimal scaffolding.	meaning or style; vary syntax using references with scaffolding; conform to the guidelines of a style manual. clarify and interpret figures of speech such as hyperbole and paradox in context and analyze their roles in the text with scaffolding.	meaning or style; conform to the guidelines of a style manual. clarify etymology and interpret figures of speech such as euphemism and oxymoron in context and analyze their roles in the text independently and proficiently.	meaning or style; conform to the guidelines of a style manual with minimal scaffolding. clarify etymology and interpret figures of speech such as euphemism and oxymoron in context and analyze their roles in the text independently.	manual. etymology and interpret figures of speech such as euphemism and oxymoron in context and analyze their roles in the text with minimal scaffolding.

Cluster	**Conventions of Standard English**
Objectives	Students will
ELA.10.L.C15.1	demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • 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.
ELA.10.L.C15.2	demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. • use a colon to introduce a list or quotation. • spell correctly.
Cluster	**Knowledge of Language**
Objectives	Students will
ELA.10.L.C16.1	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. • 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.
Cluster	**Vocabulary Acquisition and Use**
Objectives	Students will
ELA.10.L.C17.1	determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 10 reading and content*, choosing flexibly from a range of strategies. • 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. • identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

	• 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, part of speech or etymology. • 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).
ELA.10.L.C17.2	demonstrate understanding of figurative language, word relationships and nuances in word meanings. • interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. • analyze nuances in the meaning of words with similar denotations.
ELA.10.L.C17.3	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.

English Language Arts – Grade 11

English Language Arts eleventh grade students become adept at making connections and transferring knowledge to new situations through research and writing in literacy-rich environments. They set deadlines and are independent, motivated readers and writers who analyze impact of and take responsibility for their learning. They focus on reading, writing, speaking, listening and the conventions of language across curriculums in educational endeavors and collaborative learning situations including analyzing and defending the representation of text in different artistic mediums and how authors draw on and transform source material. They initiate and collaboratively participate in inquiry based, student driven, engaging endeavors that facilitate motivation and the foundation for lifelong learning. Complex analysis of a broad array of quality literary and informational texts of appropriate complexity, with increasing emphasis on informational text, creates independent and proficient readers and communicators who appropriately analyze and discuss the effects of cultural experiences with diverse audiences. They initiate and participate in collaborative discussions, stimulate thoughtful exchange of ideas and evaluate speaker's reasoning, tone and emphasis. They qualify or justify their own views and make new connections based on evidence and sound reasoning. Students use technology to strengthen and try new approaches to writing with increased emphasis on informational/explanatory and argumentative writing. They use the writing process and the conventions of language to compose logical arguments and explanations that establish significance using techniques such as metaphor, simile and analogy. They conduct short as well as more sustained research projects to solve a problem, assess the strength and limitations of sources, synthesize multiple print and digital sources avoiding overreliance on any one source and use standard citation to avoid plagiarism. The 21st Century student will employ technology best suited to audience, task, purpose and discipline. Through academic rigor and relevance, the ability to analyze, speak and write logically will become the primary focus. The inclusion of higher order thinking skills, communication skills, independent and creative thinking will be used to enable students to effectively build content knowledge. The West Virginia Standards for 21st Century Learning include the Next Generation West Virginia Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates content standards and objectives, learning skills and technology tools.

Grade 11	**English Language Arts**			
Standard:	Reading			
Performance Descriptors ELA.PD.11.R				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Eleventh grade students at distinguished level in reading: evaluate what the text says explicitly as well as where the text leaves matters uncertain; determine two or more themes and how	Eleventh grade students at above mastery level in reading: with scaffolding, evaluate what the text says explicitly as well as where the text leaves matters uncertain; determine two	Eleventh grade students at mastery level in reading: objectively summarize and cite strong, thorough evidence to support analysis of connections and inferences; determine	Eleventh grade students at partial mastery level in reading: objectively summarize and cite strong, thorough evidence to support analysis of connections and inferences; how two or	Eleventh grade students at novice level in reading: objectively summarize and cite strong, thorough evidence to support analysis of connections and inferences; how the

they interact and build on one another; and provide a complex analysis of the impact of the author's choices regarding development; analyze a complex set of ideas or sequence of events explaining how specific individuals, ideas or events interact and develop; and critically analyze literary and informational texts;	or more themes and how they interact and build on one another; and provide a complex analysis of the impact of the author's choices regarding development; analyze a complex set of ideas or sequence of events explaining how specific individuals, ideas or events interact and develop; and critically analyze literary and informational texts;	how two or more themes and central ideas build on one another to produce a complex account, are shaped and are refined by the order in which points are made; and how complex characters are developed and interact with other characters to advance the plot or develop the theme in literary and informational texts;	more themes and central ideas build on one another, are shaped and are refined by the order in which points are made; and how complex characters are developed and interact with other characters to advance the plot or develop the theme in literary and informational texts;	theme and central ideas emerge and are shaped and refined by the order in which points are made; and how complex characters are developed and interact with other characters to advance the plot or develop the theme in literary and informational texts;
analyze and evaluate the effectiveness of how and why an author uses structure and meaning to clarify, convince, engage and contribute to the aesthetic impact and determine point of view or purpose in which rhetoric is effective, distinguishing what is said from what is meant and analyzing and evaluating the contribution of style and content;	analyze and evaluate the effectiveness of how an author uses structure and meaning to clarify, convince, engage and contribute to the aesthetic impact and determine point of view or purpose in which rhetoric is effective, distinguishing what is said from what is meant and analyzing and evaluating the contribution of style and content;	analyze cumulative impact of how author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of text, how word choice affects and refines meaning and tone and how rhetoric, structure order of events, point of view and cultural experience are used to create various effects including satire, sarcasm, irony and understatement in literary and informational texts;	analyze cumulative impact of how author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of text, how word choice affects meaning and tone and how rhetoric, structure order of events, point of view and cultural experience are used to create various effects including satire, sarcasm, irony and understatement in literary and informational texts;	analyze cumulative impact of how author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of text, how word choice affects meaning and tone and how rhetoric, structure order of events, point of view and cultural experience are used to create various effects in literary and informational texts;
analyze and critically evaluate reasoning and how multiple	analyze and critically evaluate reasoning and how multiple	analyze and defend the representation of literary and informational text in	analyze and defend the representation of literary and informational text in	analyze and defend the representation of literary and informational text in

interpretations of themes or topics in different media or formats interpret the source text as well as integrate, evaluate and synthesize multiple sources of information to address a question or solve a problem considering themes, purposes and rhetorical features;	interpretations of themes or topics in different media or formats interpret the source text as well as integrate and evaluate multiple sources of information to address a question or solve a problem considering themes, purposes and rhetorical features;	two different artistic mediums, determining which details are emphasized in each account; analyze how an author draws on and transforms source material in literary work; evaluate specific claims and assess validity, relevancy and sufficiency of evidence in informational texts; and analyze seminal U.S. documents of historical and literary significance with a focus on American Literature and Early American historical document;	two different artistic mediums, determining which details are emphasized in each account; analyze how an author draws on and transforms source material in literary work; evaluate specific claims and assess validity, relevancy and sufficiency of evidence in informational texts; and analyze seminal U.S. documents of historical and literary significance with a focus on American Literature;	two different artistic mediums, determining which details are emphasized in each account; analyze how an author draws on and transforms source material in literary work; evaluate specific claims and assess validity, relevancy and sufficiency of evidence in informational texts; and analyze seminal U.S. documents of historical and literary significance;
read and comprehend grade level literary and informational texts in the grades 11-CCR complexity band independently and proficiently.	read and comprehend grade level literary and informational texts in the grades 11-CCR complexity band with minimal scaffolding at the high end of the range.	read and comprehend literary and informational texts in the grades 11-12 text complexity band proficiently with scaffolding as needed at the high end of the range.	read and comprehend literary and informational texts in the grades 11-12 text complexity band with minimal scaffolding as needed.	read and comprehend literary and informational texts in the grades 9-10 text complexity band with scaffolding as needed.

Cluster	**Key Ideas and Details**
Objectives	Students will
ELA.11.R.C1.1	cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
ELA.11.R.C1.2	determine two or more themes or central ideas of a literary 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.
ELA.11.R.C1.3	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).
ELA.11.R.C1.4	cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences

	drawn from the text, including determining where the text leaves matters uncertain.
ELA.11.R.C1.5	determine two or more central ideas of an informational 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.
ELA.11.R.C1.6	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 informational text.
Cluster	**Craft and structure**
Objectives	Students will
ELA.11.R.C2.1	determine the meaning of words and phrases as they are used in the literary 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.)
ELA.11.R.C2.2	analyze how an author's choices concerning how to structure specific parts of a literary 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.
ELA.11.R.C2.3	analyze a case in which grasping a point of view requires distinguishing what is directly stated in a literary text from what is really meant (e.g., satire, sarcasm, irony or understatement).
ELA.11.R.C2.4	determine the meaning of words and phrases as they are used in an informational 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*).
ELA.11.R.C2.5	in informational text, 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.
ELA.11.R.C2.6	determine an author's point of view or purpose in an informational text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
Cluster	**Integration of Knowledge and Ideas**
Objectives	Students will
ELA.11.R.C3.1	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.)
ELA.11.R.C3.2	demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more literary texts from the same period treat similar themes or topics.
ELA.11.R.C3.3	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.
ELA.11.R.C3.4	delineate and evaluate the reasoning in seminal U.S. informational 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).
ELA.11.R.C3.5	analyze seventeenth-, eighteenth- and nineteenth-century foundational U.S. informational 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.
Cluster	**Range of Reading and Level of Text Complexity**
Objectives	Students will
ELA.11.R.C4.1	by the end of the year, read and comprehend literature, including stories, dramas and poetry, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
ELA.11.R.C4.2	by the end of the year, 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.

Grade 11	**English Language Arts**			
Standard:	Writing			
Performance Descriptors ELA.PD.11.W				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Eleventh grade students at distinguished level in writing: compose arguments and informative/explanatory texts using rhetorical devices, varied syntax and relevant evidence to thoroughly develop and establish the significance of logically sequenced knowledgeable claims, counterclaims, reasons and evidence while anticipating the audience's values and possible biases; write narratives that convey the significance of the problem, situation or observation building toward a particular tone and outcome using well-structured sequences to establish point of view and	Eleventh grade students at above mastery in writing compose arguments and informative/explanatory texts using rhetorical devices, syntax and relevant evidence to thoroughly develop and establish the significance of logically sequenced knowledgeable claims, counterclaims and reasons while anticipating the audience's values and possible biases; write narratives that convey the significance of the problem, situation or observation building toward a particular tone and outcome experimenting with well-	Eleventh grade students at mastery level in writing: compose logical arguments and informative/explanatory texts in a tone that conveys ideas clearly and establishes the significance of claims, counterclaims, reasons, bias and relevant evidence using techniques such as metaphor, simile and analogy; write narratives that include well-chosen details to build toward a particular tone and outcome, situation or observation; and establish one or more points of view while creating a smooth well-structured	Eleventh grade students at partial mastery level in writing: compose logical arguments and informative/explanatory texts in a tone that conveys ideas clearly and establishes the significance of claims, counterclaims, reasons and relevant evidence using techniques such as metaphor, simile and analogy; write narratives that include well-chosen details to outline a problem, situation or observation; and establish one or more points of view while creating a smooth well-structured progression of experiences	Eleventh grade students at novice level in writing: compose logical arguments and informative/explanatory texts in a tone that conveys ideas clearly and shows clear relationships among claims, counterclaims, reasons and relevant evidence; write narratives that include well-chosen details to outline a problem, situation or observation; and establish one or more points of view while creating a smooth well-structured progression of experiences or events using a variety of words to link sections of the text;

capture action;	structured sequences that capture action;	progression of experiences or events using a variety of words to link sections of the text;	or events using a variety of words to link sections of the text;	
use technology to develop and strengthen writing in response to ongoing feedback, including new arguments or information while recognizing the benefit of the sustained writing process;	use technology to develop and strengthen writing in response to ongoing feedback, including new arguments or information while recognizing the benefit of the writing process;	use technology to develop and strengthen writing by rewriting and trying new approaches; publish and update individual and shared projects using technology's capacity to link to other information and to display information flexibly and dynamically in response to ongoing feedback including new arguments or information;	with scaffolding, use technology to develop and strengthen writing by rewriting and trying new approaches; they publish and update individual and shared projects using technology's capacity to link to other information and to display information flexibly and dynamically in response to ongoing feedback including new arguments or information;	use technology to develop and strengthen writing by rewriting and trying new approaches; publish and update individual and shared projects using technology's capacity to link to other information and to display information flexibly and dynamically in response to ongoing feedback;
assess and evaluate the strengths and limitations of each source in terms of task, purpose and audience avoiding plagiarism and overreliance on any one source and following a standard format for citation in sustained research projects that include the premises, purposes and arguments in works of public advocacy;	assess and note the strengths and limitations of each source in terms of task, purpose and audience avoiding plagiarism and overreliance on any one source and following a standard format for citation in sustained research projects that include the premises, purposes and arguments in works of public advocacy;	effectively use advanced searches and narrow or broaden inquiry to conduct short as well as more sustained research projects or to solve a problem; explore multiple avenues, including informational and literary texts to support a research topic, analysis and reflection; assess the strength and limitation of the source and synthesize multiple print and digital sources in terms of task, purpose and	effectively use advanced searches and narrow or broaden inquiry to conduct short as well as more sustained research projects or to solve a problem; explore multiple avenues, including informational and literary texts to support a research topic, analysis and reflection; assess the strength and limitation of the source and synthesize multiple print and digital sources in terms of task, purpose and	effectively use advanced searches and narrow or broaden inquiry to conduct short as well as more sustained research projects or to solve a problem; explore multiple avenues, including informational and literary texts to support a research topic, analysis and reflection; assess the authority and synthesize multiple print and digital sources in terms of task, purpose and audience; integrate

		audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and overreliance of any one source; and use standard citation;	audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism; and use standard citation;	information into the text selectively to maintain the flow of ideas; avoid plagiarism; and use standard citation;
write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.	write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.	write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.	write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.	write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.

Cluster	**Text Types and Purposes**
Objectives	Students will
ELA.11.W.C9.1	write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • 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. • 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. • 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. • establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • provide a concluding statement or section that follows from and supports the argument presented.
ELA.11.W.C9.2	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. • 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. • 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. • 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. • use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic. • establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • 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).
ELA.11.W.C9.3	write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. • 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. • use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters. • 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). • use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. • provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.
Cluster	**Production and Distribution of Writing**
Objectives	Students will
ELA.11.W.C10.1	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 Text Types and Purposes.)
ELA.11.W.C10.2	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 all Language objectives up to and including grade 11).
ELA.11.W.C10.3	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.
Cluster	**Research to Build and Present Knowledge**
Objectives	Students will
ELA.11.W.C11.1	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.

ELA.11.W.C11.2	gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
ELA.11.W.C11.3	draw evidence from literary or informational texts to support analysis, reflection and research. • apply *grade 11 Reading objectives* 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"). • apply *grade 11 Reading objectives* 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]").
Cluster	**Range of Writing**
Objectives	Students will
ELA.11.W.C12.1	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.

Grade 11	**English Language Arts**			
Standard:	Speaking & Listening			
Performance Descriptors ELA.PD.11.SL				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Eleventh grade students at distinguished level in speaking and listening: will set clear goals, deadlines and individual roles to promote civil, democratic discussions that probe reasoning, evidence and promote divergent and creative perspectives, synthesize comments, claims and evidence, resolve contradictions when	Eleventh grade students at above mastery level in speaking and listening: will set clear goals, deadlines and individual roles to promote civil, democratic discussions that probe reasoning, evidence and divergent and creative perspectives, synthesize comments, claims and evidence, resolve contradictions, determine	Eleventh grade students at mastery level in speaking and listening: initiate and participate in collaborative discussions on topics, texts and issues that probe reasoning and evidence and promote diverse creative perspectives; set deadlines; stimulate thoughtful exchange of ideas by posing and	Eleventh grade students at partial mastery level in speaking and listening: initiate and participate in collaborative discussions on topics, texts and issues that probe reasoning and evidence and promote diverse creative perspectives; set deadlines; stimulate thoughtful exchange of ideas by posing and	Eleventh grade students at novice level in speaking and listening: initiate and participate in collaborative discussions on topics, texts and issues, building on the ideas of others; set deadlines; stimulate thoughtful exchange of ideas by posing and responding to questions from diverse perspectives; integrate

possible, determine and conduct additional research to make informed decisions and solve problems; and assess the stance, premises and links among ideas, word choice, points of emphasis and tone;	and, with scaffolding as needed, conduct additional research to make informed decisions and solve problems; and assess the stance, premises and links among ideas, word choice, points of emphasis and tone. ;	responding to questions from diverse perspectives; integrate multiple sources of information and verify or challenge ideas or conclusions in order to make decisions and solve problems; evaluate a speaker's reasoning, tone and emphasis; qualify or justify their own views and make new connections based on the evidence and reasoning presented;	responding to questions from diverse perspectives; integrate multiple sources of information and verify or challenge ideas or conclusions in order to make decisions and solve problems; evaluate a speaker's reasoning; qualify or justify their own views and make new connections based on the evidence and reasoning presented;	multiple sources of information and verify or challenge ideas or conclusions in order to make decisions and solve problems; evaluate a speaker's reasoning; qualify or justify their own views and make new connections based on the evidence and reasoning presented;
convey a clear and distinct perspective and address alternative or opposing perspectives for a range of formal and informal tasks; and use digital media to enhance and add interest.	convey a clear and distinct perspective and address alternative or opposing perspectives for a range of formal and informal tasks; and use digital media to add interest.	present information, findings and supporting evidence conveying clear and distinct perspective with substance and style appropriate to purpose, audience and task so listeners can follow the line of reasoning; make strategic use of digital media to enhance reasoning, understanding and interest; and adapt speech to a variety of contexts and informal and formal tasks addressing opposing perspectives.	present information, findings and supporting evidence conveying clear and distinct perspective with substance and style appropriate to purpose, audience and task so listeners can follow the line of reasoning; make strategic use of digital media to enhance reasoning, understanding and interest; and adapt speech to a variety of contexts and informal and formal tasks.	present information, findings and supporting evidence conveying clear and distinct perspective with substance and style appropriate to purpose, audience and task so listeners can follow the line of reasoning; make strategic use of digital media to enhance reasoning, understanding and interest; and adapt speech to a variety of contexts and tasks.

Cluster	**Comprehension and Collaboration**
Objectives	Students will
ELA.11.SL.C13.1	initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on *grade 11 topics, texts and issues*, building on others' ideas and expressing their own clearly and persuasively.

	• 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. • work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed. • 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. • 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.
ELA.11.SL.C13.2	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.
ELA.11.SL.C13.3	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.
Cluster	**Presentation of Knowledge and Ideas**
Objectives	Students will
ELA.11.SL.C14.1	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.
ELA.11.SL.C14.2	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.
ELA.11.SL.C14.3	adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (see grade 11 language objectives for specific expectations.)

Grade 11	**English Language Arts**			
Standard:	Language			
Performance Descriptors ELA.PD.11.L				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Eleventh grade students at distinguished level of language use hyphenation conventions, understand	Eleventh grade students at above mastery of language use hyphenation conventions, understand	Eleventh grade students at mastery level in language: use colons to introduce quotations, use semi-	Eleventh grade students at partial mastery level in language: use colons to introduce quotations, use semi-	Eleventh grade students at novice level in language: use colons to introduce quotations, use semi-

that usage can change over time and resolve issues of complex or contested usage by consulting a variety of references;	that usage can change over time and resolve issues of complex or contested usage by collaborating and consulting a variety of references;	colons, hyphenation and parallel structure; incorporate a variety of phrases and clauses for sentence variety and interest and understand that conventions are subject to change over time and are sometimes contested;	colons, hyphenation and parallel structure; incorporate a variety of phrases and clauses for sentence variety and interest;	colons and parallel structure; incorporate a variety of phrases and clauses for sentence variety and interest;
vary syntax for effect, consult references and apply an understanding of syntax to the study of complex texts when reading or listening;	vary syntax for effect, consult references as needed and apply an understanding of syntax to the study of complex texts when reading;	apply knowledge of language to write and edit work appropriate for the discipline and writing type, understand how language functions in different contexts to make effective choices for meaning or style and vary syntax using references; conform to the guidelines of a style manual;	apply knowledge of language to write and edit work appropriate for the discipline and writing type, understand how language functions in different contexts to make effective choices with scaffolding for meaning or style and vary syntax using references; conform to the guidelines of a style manual;	apply knowledge of language to write and edit work appropriate for the discipline and writing type, understand how language functions in different contexts to make effective choices for meaning or style; conform to the guidelines of a style manual;
clarify a word's usage and interpret figures of speech such as hyperbole and paradox in context and analyze their roles independently and proficiently.	clarify a word's usage and interpret figures of speech such as hyperbole and paradox in context and analyze their roles independently.	clarify a word's usage and interpret figures of speech such as hyperbole and paradox in context and analyze their roles in the text with minimal scaffolding.	clarify etymology and interpret figures of speech such as hyperbole and paradox in context and analyze their roles in the text with scaffolding.	clarify etymology and interpret figures of speech such as euphemism and oxymoron in context and analyze their roles in the text independently and proficiently.

Cluster	**Conventions of Standard English**
Objectives	Students will
ELA.11.L.C15.1	demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • apply the understanding that usage is a matter of convention, can change over time and is sometimes contested.

	• 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.
ELA.11.L.C15.2	demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. • observe hyphenation conventions. • spell correctly.
Cluster	**Knowledge of Language**
Objectives	Students will
ELA.11.L.C16.1	apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, to comprehend more fully when reading or listening. • vary syntax for effect by 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.
Cluster	**Vocabulary Acquisition and Use**
Objectives	Students will
ELA.11.L.C17.1	determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 11 reading and content*, choosing flexibly from a range of strategies. • 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. • identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). • 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. • 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).
ELA.11.L.C17.2	demonstrate understanding of figurative language, word relationships and nuances in word meanings. • interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. • analyze nuances in the meaning of words with similar denotations.
ELA.11.L.C17.3	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.

English Language Arts – Grade 12

English Language Arts twelfth grade students are College and Career Ready. They make connections, transfer knowledge to new situations through research and writing, and understand the value of literacy-rich environments. They set clear goals, deadlines and individual roles to promote civil, democratic discussions that probe reasoning, evidence and divergent and creative thinking. They use research to make informed decisions and solve problems independently. They analyze and articulate the value of and take responsibility for their learning. They focus on reading, writing, speaking, listening and the conventions of language across curriculums in educational endeavors and collaborative learning situations including complex, critical analysis and evaluation of how texts and ideas interact as well as how and why author's craft impacts the quality and aesthetic value of texts . They initiate and facilitate inquiry based, engaging endeavors and understand that this is the foundation for lifelong learning. Complex analysis of a broad array of quality literary and informational texts of appropriate complexity, with increasing emphasis on informational text, creates independent and proficient readers and communicators who convey a clear and distinct perspective and address alternative or opposing perspectives with diverse audiences. Students use technology to develop and strengthen writing in response to ongoing feedback, including new arguments or information and recognize the benefit of the sustained writing process. With increased emphasis on informational/explanatory and argumentative writing, they use the writing process and the conventions of language to compose logical arguments and explanations using rhetorical devices, varied syntax and relevant evidence anticipating the audience's values and biases. Through academic rigor and relevance, the ability to evaluate, speak and write logically, clearly and distinctly are evident. They effectively evaluate and use multiple sources following standard format for citation in sustained research projects that include the premises, purposes and arguments in works of public advocacy. The 21st Century student adeptly employs technology best suited to audience, task, purpose and discipline. Using higher order thinking skills, communication skills and independent and creative thinking, students effectively build content knowledge. The Next Generation West Virginia Content Standards and Objectives work in tandem with the College and Career Readiness (CCR) anchor standards for the graduating twelfth grade student. The 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. The West Virginia Standards for 21st Century Learning include the Next Generation West Virginia Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates content standards and objectives, learning skills and technology tools.

Grade 12	**English Language Arts**			
Standard:	Reading			
Performance Descriptors ELA.PD.12.R				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Twelfth grade students at the distinguished level in reading: evaluate where and why the text leaves matters	Twelfth grade students at above mastery level in reading: with scaffolding, evaluate where and why the text	Twelfth grade students at mastery level in reading: determine where and why the text leaves matters	Twelfth grade students at partial mastery level in reading: determine where the text leaves matters uncertain,	Twelfth grade students at novice level in reading: objectively summarize and cite strong, thorough

uncertain, evaluate two or more themes and how they interact and build on one another and provide a complex evaluation of the impact of the author's choices recognizing social, historical and cultural dynamics of a story or drama; evaluate a complex set of ideas or sequence of events explaining how specific individuals, ideas or events interact and develop; critically evaluate and analyze of a variety of literary and informational texts; analyze and evaluate the effectiveness of how and why an author uses structure and meaning to clarify, convince, engage and contribute to the aesthetic impact and determine point of view or purpose in which rhetoric is effective, distinguishing what is said from underlying meaning and purpose and analyzing and evaluating the contribution of rhetoric, style and content;	leaves matters uncertain, evaluate two or more themes and how they interact and build on one another and provide a complex analysis of the impact of the author's choices regarding how to develop and relate elements of a story or drama; analyze a complex set of ideas or sequence of events explaining how specific individuals, ideas or events interact; and critically evaluate a variety of literary and informational texts; analyze and evaluate the effectiveness of how and why an author uses structure and meaning to clarify, convince, engage and contribute to the aesthetic impact and determine point of view or purpose in which rhetoric is effective, distinguishing what is said from underlying meaning and purpose and analyzing and evaluating the contribution of style and content;	uncertain, evaluate two or more themes and how they interact and build on one another and provide a complex analysis of the impact of the author's choices regarding how to develop and relate elements of a story or drama; analyze a complex set of ideas or sequence of events explaining how specific individuals, ideas or events interact and develop; critically analyze literary and informational texts; analyze and evaluate the effectiveness of how and why an author uses structure and meaning to clarify, convince, engage and contribute to the aesthetic impact and determine point of view or purpose in which rhetoric is effective, distinguishing what is said from what is meant and analyzing and evaluating the contribution of style and content;	two or more themes and how they interact and build on one another and provide a complex analysis of the impact of the author's choices regarding how to develop and relate elements of a story or drama; and analyze a complex set of ideas or sequence of events explaining how specific individuals, ideas or events interact and develop through the study of literary and informational texts; analyze and evaluate the effectiveness of how an author uses structure and meaning to clarify, convince, engage and contribute to the aesthetic impact and determine point of view or purpose in which rhetoric is effective, distinguishing what is said from what is meant and analyzing and evaluating the contribution of style and content;	evidence to support analysis of connections and inferences; how two or more themes and central ideas build on one another to produce a complex account, are shaped and are refined by the order in which points are made; and how complex characters are developed and interact with other characters to advance the plot or develop the theme in literary and informational texts; analyze cumulative impact of how author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of text, how word choice uses and refines meaning and tone and how rhetoric, structure order of events, point of view and cultural experience are used to create various effects including satire, sarcasm, irony and understatement in literary and informational texts;

analyze and critically evaluate reasoning and how multiple interpretations of themes or topics in different media or formats interpret the source text as well as integrate, evaluate and synthesize multiple sources of information to address questions or solve complex interpretive problems considering themes, purposes and rhetorical features; read and comprehend literary and informational texts above the grades 11-CCR complexity band independently and proficiently.	analyze and critically evaluate reasoning and how multiple interpretations of themes or topics in different media or formats interpret the source text as well as integrate, evaluate and synthesize multiple sources of information to address questions or solve problems considering themes, purposes and rhetorical features; read and comprehend literary and informational texts above the grades 11-CCR complexity band proficiently with scaffolding as needed.	analyze and critically evaluate reasoning and how multiple interpretations of themes or topics in different media or formats interpret the source text as well as integrate, evaluate and synthesize multiple sources of information to address a question or solve a problem considering themes, purposes and rhetorical features; read and comprehend literary and informational texts in the grades 11-CCR complexity band independently and proficiently.	analyze and critically evaluate reasoning and how multiple interpretations of themes or topics in different media or formats interpret the source text as well as integrate and evaluate multiple sources of information to address a question or solve a problem considering themes, purposes and rhetorical features; read and comprehend literary and informational texts in the grades11-CCR complexity band with minimal scaffolding at the high end of the range.	analyze and defend the representation of literary and informational text in two different artistic mediums, determining which details are emphasized in each account; analyze how an author draws on and transforms source material in literary work; evaluate specific claims and assess validity, relevancy and sufficiency of evidence in informational texts; and analyze seminal U.S. documents of historical and literary significance with a focus on American Literature and Early American historical documents; read and comprehend literary and informational texts in the grades 11-CCR text complexity band proficiently with scaffolding as needed at the high end of the range.

Cluster	**Key Ideas and Details**
Objectives	Students will
ELA.12.R.C1.1	cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text and a variety of other sources, including determining where the literary text leaves matters uncertain.
ELA.12.R.C1.2	determine two or more themes or central ideas of a literary 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 and critical analysis of the literary text.
ELA.12.R.C1.3	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).
ELA.12.R.C1.4	cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where and why the informational text leaves matters uncertain.
ELA.12.R.C1.5	determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex and critical analysis; provide an objective summary of the informational text.
ELA.12.R.C1.6	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 informational text and media.
Cluster	**Craft and Structure**
Objectives	Students will
ELA.12.R.C2.1	determine the meaning of words and phrases as they are used in a variety of literary texts, 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.)
ELA.12.R.C2.2	analyze how an author's choices concerning how to structure specific parts of a literary 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.
ELA.12.R.C2.3	analyze and defend a case in which grasping a point of view requires distinguishing what is directly stated in a literary text from what is really meant (e.g., satire, sarcasm, irony or understatement).
ELA.12.R.C2.4	determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative and technical meanings; analyze how and why an author uses and refines the meaning of a key term or terms over the course of an informational text (e.g., how Madison defines faction in *Federalist No. 10*).
ELA.12.R.C2.5	in informational text, analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including how the author uses structure to make points clear, convincing and engaging.
ELA.12.R.C2.6	determine an author's point of view, purpose and tone in an informational text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
Cluster	**Integration of Knowledge and Ideas**
Objectives	Students will
ELA.12.R.C3.1	analyze multiple interpretations of a story, drama or poem (e.g., recorded or live production of a play or recorded novel or poetry), critically evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
ELA.12.R.C3.2	demonstrate a deep knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how multiple literary texts from the same period treat similar themes or topics.
ELA.12.R.C3.3	integrate, evaluate and synthesize 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.
ELA.12.R.C3.4	delineate and evaluate the reasoning in seminal U.S. informational 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).
ELA.12.R.C3.5	analyze seventeenth-, eighteenth- and nineteenth-century foundational U.S. informational 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 and current relevancy.
Cluster	**Range of Reading and Level of Text Complexity**
Objectives	Students will
ELA.12.R.C4.1	by the end of the year, read and comprehend literature, including stories, dramas and poetry, independently and proficiently at the high end of the grades 11–CCR text complexity band.
ELA.12.R.C4.2	by the end of the year, read and comprehend literary nonfiction independently and proficiently at the high end of the grades 11-CCR text complexity band.

Grade 12	**English Language Arts**			
Standard:	Writing			
Performance Descriptors ELA.PD.12.W				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Twelfth grade students at distinguished level in writing: compose arguments and informative/explanatory texts free of logical fallacies using rhetorical devices, varied syntax and relevant evidence to thoroughly develop and establish the significance of logically sequenced knowledgeable claims, counterclaims, valid reasons and solid evidence based on their identified audience's knowledge,	Twelfth grade students at above mastery level in writing: compose arguments and informative/explanatory texts using rhetorical devices, varied syntax and relevant evidence to thoroughly develop and establish the significance of logically sequenced knowledgeable claims, counterclaims, valid reasons and solid evidence while anticipating the audience's knowledge, values and possible biases;	Twelfth grade students at mastery level in writing: compose arguments and informative/explanatory texts using rhetorical devices, varied syntax and relevant evidence to thoroughly develop and establish the significance of logically sequenced knowledgeable claims, counterclaims, reasons and evidence while anticipating the audience's values and possible biases; write narratives that	Twelfth grade students at partial mastery in writing compose arguments and informative/explanatory texts using rhetorical devices, syntax and relevant evidence to thoroughly develop and establish the significance of logically sequenced knowledgeable claims, counterclaims and reasons while anticipating the audience's values and possible biases; write narratives that convey the	Twelfth grade students at novice level in writing: compose logical arguments and informative/explanatory texts in a tone that conveys ideas clearly and establishes the significance of claims, counterclaims, reasons, bias and relevant evidence using techniques such as metaphor, simile and analogy; write narratives that include well-chosen details to build toward a particular

values and possible biases; write narratives using more sophisticated techniques (such as dialogue, flashback and multiple plot lines), vivid sensory language and reflective conclusion;	write narratives that convey the significance of the problem, situation or observation building toward a particular tone and outcome using well-structured sequences to establish point of view, capture action and conclude with a reflection on what was explored in the narrative;	convey the significance of the problem, situation or observation building toward a particular tone and outcome using well-structured sequences to establish point of view and capture action;	significance of the problem, situation or observation building toward a particular tone and outcome experimenting with well-structured sequences that capture action;	tone and outcome, situation or observation; and establish one or more points of view while creating a smooth well-structured progression of experiences or events using a variety of words to link sections of the text;
use technology to develop and strengthen writing in response to ongoing feedback, including new arguments or information while recognizing the benefit of the sustained writing process and the recursive nature of writing;	use technology to develop and strengthen writing in response to ongoing feedback, including new arguments or information while recognizing the benefit of the sustained writing process and the recursive nature of writing with scaffolding;	use technology to develop and strengthen writing in response to ongoing feedback, including new arguments or information while recognizing the benefit of the sustained writing process;	use technology to develop and strengthen writing in response to ongoing feedback, including new arguments or information while recognizing the benefit of the writing process;	use technology to develop and strengthen writing by rewriting and trying new approaches; publish and update individual and shared projects using technology's capacity to link to other information and to display information flexibly and dynamically in response to ongoing feedback including new arguments or information;
assess and evaluate the strengths and limitations of each source in terms of task, purpose and audience avoiding plagiarism and overreliance on any one source, understanding when and how to use quotations and paraphrases following a	assess and evaluate the strengths and limitations of each source in terms of task, purpose and audience avoiding plagiarism and overreliance on any one source, understanding when and how to use quotations and	assess and evaluate the strengths and limitations of each source in terms of task, purpose and audience avoiding plagiarism and overreliance on any one source and following a standard format for citation in sustained	assess and note the strengths and limitations of each source in terms of task, purpose and audience avoiding plagiarism and overreliance on any one source and following a standard format for citation in sustained	effectively use advanced searches and narrow or broaden inquiry to conduct short as well as more sustained research projects or to solve a problem; explore multiple avenues, including informational and literary texts to

standard format for citation in sustained research projects that include the premises, purposes and arguments in works of public advocacy providing a sophisticated analysis;	paraphrases following a standard format for citation in sustained research projects that include the premises, purposes and arguments in works of public advocacy;	research projects that include the premises, purposes and arguments in works of public advocacy;	research projects that include the premises, purposes and arguments in works of public advocacy;	support a research topic, analysis and reflection; assess the strength and limitation of the source and synthesize multiple print and digital sources in terms of task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and overreliance of any one source; and use standard citation;
write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.	write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.	write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.	write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.	write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.

Cluster	**Text Types and Purposes**
Objectives	Students will
ELA.12.W.C9.1	write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • 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. • develop and justify 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. • analyze 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. • establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

	• provide a concluding statement or section that follows from and supports the argument presented.
ELA.12.W.C9.2	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. • 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. • evaluate 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. • use and evaluate 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. • use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic. • establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • 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).
ELA.12.W.C9.3	write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. • engage and orient the reader by setting out a problem, situation or observation and its significance, establishing multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. • use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters. • use and evaluate 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). • use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences events, setting and/or characters. • provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.
Cluster	**Production and Distribution of Writing**
Objectives	Students will
ELA.12.W.C10.1	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 Text Types and Purposes.)
ELA.12.W.C10.2	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 all Language objectives up to and including grade 12.)

ELA.12.W.C10.3	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.
Cluster	**Research to Build and Present Knowledge**
Objectives	Students will
ELA.12.W.C11.1	conduct 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.
ELA.12.W.C11.2	gather and synthesize relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
ELA.12.W.C11.3	draw evidence from literary or informational texts to support analysis, reflection and research. • apply *grade 12 Reading objectives* 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"). • apply *grade 12 Reading objectives* 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]").
Cluster	**Range of Writing**
Objectives	Students will
ELA.12.W.C12.1	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.

Grade 12	**English Language Arts**			
Standard:	Speaking & Listening			
Performance Descriptors ELA.PD.12.SL				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Twelfth grade students at distinguished level in speaking and listening: initiate with diverse partners to set clear goals, deadlines and individual roles to promote civil, democratic	Twelfth grade students at above mastery level in speaking and listening: initiate with diverse partners to set clear goals, deadlines and individual roles to promote civil,	Twelfth grade students at mastery level in speaking and listening: set clear goals, deadlines and individual roles to promote civil, democratic discussions that probe	Twelfth grade students at partial mastery level in speaking and listening: set clear goals, deadlines and individual roles to promote civil, democratic discussions that probe	Twelfth grade students at novice level in speaking and listening: initiate and participate in collaborative discussions on topics, texts and issues that probe reasoning and

discussions that probe and analyze reasoning, evidence and divergent and creative perspectives, synthesize comments, claims and evidence, resolve contradictions when possible, determine and conduct additional research to make informed decisions and solve complex problems; and assess the stance, premises and links among ideas, word choice, points of emphasis and tone while acknowledging diverse perspectives;	democratic discussions that probe reasoning, evidence and divergent and creative perspectives, synthesize comments, claims and evidence, resolve contradictions when possible, determine and conduct additional research to make informed decisions and solve complex problems; and assess the stance, premises and links among ideas, word choice, points of emphasis and tone;	reasoning, evidence and divergent and creative perspectives, synthesize comments, claims and evidence, resolve contradictions when possible, determine and conduct additional research to make informed decisions and solve problems; and assess the stance, premises and links among ideas, word choice, points of emphasis and tone;	reasoning, evidence and divergent and creative perspectives, synthesize comments, claims and evidence, resolve contradictions, determine and, with scaffolding as needed, conduct additional research to make informed decisions and solve problems; and assess the stance, premises and links among ideas, word choice, points of emphasis and tone;	evidence and promote diverse creative perspectives; set deadlines; stimulate thoughtful exchange of ideas by posing and responding to questions from diverse perspectives; integrate multiple sources of information and verify or challenge ideas or conclusions in order to make decisions and solve problems; evaluate a speaker's reasoning, tone and emphasis; qualify or justify their own views and make new connections based on the evidence and reasoning presented;
develop and convey a clear and distinct perspective and address alternative or opposing perspectives for a range of formal and informal tasks; and analyze and strategically use digital media to enhance understanding of findings, reasoning and evidence.	convey a clear and distinct perspective and address alternative or opposing perspectives for a range of formal and informal tasks; and strategically use digital media to enhance findings, reasoning and evidence.	convey a clear and distinct perspective and address alternative or opposing perspectives for a range of formal and informal tasks; and use digital media to enhance and add interest.	convey a clear and distinct perspective and address alternative or opposing perspectives for a range of formal and informal tasks; and use digital media to add interest.	convey clear and distinct perspective with substance and style appropriate to purpose, audience and task so listeners can follow the line of reasoning; use of digital media to add interest; and adapt speech to a variety of contexts and informal and formal tasks addressing opposing perspectives.

Cluster	**Comprehension and Collaboration**
Objectives	Students will
ELA.12.SL.C13.1	initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse

	partners on *grade 12 topics, texts and issues*, building on others' ideas and expressing their own clearly and persuasively. • 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. • work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, establish norms and experience various individual roles. • 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. • respond thoughtfully to diverse perspectives; synthesize and evaluate 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.
ELA.12.SL.C13.2	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 analyzing any discrepancies among the data.
ELA.12.SL.C13.3	evaluate a speaker's point of view, reasoning and uses of evidence and rhetoric, in order to assess the stance, premises, links among ideas, word choice, points of emphasis and tone used among multiple speakers.
Cluster	**Presentation of Knowledge and Ideas**
Objectives	Students will
ELA.12.SL.C14.1	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 determine if the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks.
ELA.12.SL.C14.2	make strategic and engaging 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.
ELA.12.SL.C14.3	adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (see grade 12 language objectives for specific expectations.)

Grade 12	**English Language Arts**			
Standard:	Language			
Performance Descriptors ELA.PD.12.L				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Twelfth grade students at distinguished level of language use hyphenation	Twelfth grade students at above mastery level of language use hyphenation	Twelfth grade students at mastery level of language use hyphenation	Twelfth grade students at partial mastery of language use hyphenation	Twelfth grade students at novice level in language: use colons to introduce

conventions, articulate how and why usage can change over time and resolve issues of complex or contested usage by consulting a variety of references;	conventions, understand how usage can change over time and resolve issues of complex or contested usage by consulting a variety of references;	conventions, understand that usage can change over time and resolve issues of complex or contested usage by consulting a variety of references.	conventions, understand that usage can change over time and resolve issues of complex or contested usage by collaborating and consulting a variety of references;	quotations semi-colons, hyphenation and parallel structure; incorporate a variety of phrases and clauses for sentence variety and interest and understand that conventions are subject to change over time and are sometimes contested;
understand and evaluate syntax for effect, consult references and synthesize understanding of syntax and how language functions in different contexts;	understand and evaluate syntax for effect, consult references and synthesize understanding of syntax to the study of complex texts when reading or listening;	vary syntax for effect, consult references and apply an understanding of syntax to the study of complex texts when reading or listening;	vary syntax for effect, consult references as needed and apply an understanding of syntax to the study of complex texts when reading;	apply knowledge of language to write and edit work appropriate for the discipline and writing type and understand how language functions in different contexts to make effective choices for meaning or style; conform to the guidelines of a style manual;
interpret figures of speech in context and analyze their roles in written and oral discourse independently and proficiently.	interpret figures of speech in context and analyze their roles in written discourse independently and proficiently.	clarify a word's usage and interpret figures of speech such as hyperbole and paradox in context and analyze their roles in the text independently and proficiently.	clarify a word's usage and interpret figures of speech such as hyperbole and paradox in context and analyze their roles in the text with independently.	clarify a word's usage and interpret figures of speech such as hyperbole and paradox in context and analyze their roles in the text with minimal scaffolding.

Cluster	**Conventions of Standard English**
Objectives	Students will
ELA.12.L.C15.1	demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • apply the understanding that usage is a matter of convention, can change over time and is sometimes contested. • 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.

ELA.12.L.C15.2	demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. • observe hyphenation conventions. • spell correctly.
Cluster	**Knowledge of Language**
Objectives	Students will
ELA.12.L.C16.1	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. • 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.
Cluster	**Vocabulary Acquisition and Use**
Objectives	Students will
ELA.12.L.C17.1	determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 12 reading and content*, choosing flexibly from a range of strategies. • 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. • identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). • 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. • 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).
ELA.12.L.C17.2	demonstrate understanding of figurative language, word relationships and nuances in word meanings. • interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. • analyze nuances in the meaning of words with similar denotations.
ELA.12.L.C17.3	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.

Transition English Language Arts (ELA) for Seniors

Transition English Language Arts for Seniors is designed for students who have not met the college- and career-readiness benchmark. The purpose of the course is to help students develop the skills necessary for success in credit-bearing postsecondary courses and/or the workplace. This course will solidify their reading, writing, and speaking/listening skills as they interact with texts of varying complexity.

Grade 12	**English Language Arts**			
Standard:	Reading			
Performance Descriptors ELA.PD.T.R				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Twelfth grade students at the distinguished level in reading: evaluate where and why the text leaves matters uncertain, evaluate two or more themes and how they interact and build on one another and provide a complex evaluation of the impact of the author's choices recognizing social, historical and cultural dynamics of a story or drama; evaluate a complex set of ideas or sequence of events explaining how specific individuals, ideas or events interact and develop; critically evaluate and analyze of a variety of literary and informational texts; analyze and evaluate the	Twelfth grade students at above mastery level in reading: with scaffolding, evaluate where and why the text leaves matters uncertain, evaluate two or more themes and how they interact and build on one another and provide a complex analysis of the impact of the author's choices regarding how to develop and relate elements of a story or drama; analyze a complex set of ideas or sequence of events explaining how specific individuals, ideas or events interact; and critically evaluate a variety of literary and informational texts; analyze and evaluate the	Twelfth grade students at mastery level in reading: determine where and why the text leaves matters uncertain, evaluate two or more themes and how they interact and build on one another and provide a complex analysis of the impact of the author's choices regarding how to develop and relate elements of a story or drama; analyze a complex set of ideas or sequence of events explaining how specific individuals, ideas or events interact and develop; critically analyze literary and informational texts; analyze and evaluate the	Twelfth grade students at partial mastery level in reading: determine where the text leaves matters uncertain, two or more themes and how they interact and build on one another and provide a complex analysis of the impact of the author's choices regarding how to develop and relate elements of a story or drama; and analyze a complex set of ideas or sequence of events explaining how specific individuals, ideas or events interact and develop through the study of literary and informational texts; analyze and evaluate the	Twelfth grade students at novice level in reading: objectively summarize and cite strong, thorough evidence to support analysis of connections and inferences; how two or more themes and central ideas build on one another to produce a complex account, are shaped and are refined by the order in which points are made; and how complex characters are developed and interact with other characters to advance the plot or develop the theme in literary and informational texts; analyze cumulative impact

effectiveness of how and why an author uses structure and meaning to clarify, convince, engage and contribute to the aesthetic impact and determine point of view or purpose in which rhetoric is effective, distinguishing what is said from underlying meaning and purpose and analyzing and evaluating the contribution of rhetoric, style and content; read and comprehend literary and informational texts above the grades 11-CCR complexity band independently and proficiently.	effectiveness of how and why an author uses structure and meaning to clarify, convince, engage and contribute to the aesthetic impact and determine point of view or purpose in which rhetoric is effective, distinguishing what is said from underlying meaning and purpose and analyzing and evaluating the contribution of style and content; read and comprehend literary and informational texts above the grades 11-CCR complexity band proficiently with scaffolding as needed.	effectiveness of how and why an author uses structure and meaning to clarify, convince, engage and contribute to the aesthetic impact and determine point of view or purpose in which rhetoric is effective, distinguishing what is said from what is meant and analyzing and evaluating the contribution of style and content; read and comprehend literary and informational texts in the grades 11-CCR complexity band independently and proficiently.	effectiveness of how an author uses structure and meaning to clarify, convince, engage and contribute to the aesthetic impact and determine point of view or purpose in which rhetoric is effective, distinguishing what is said from what is meant and analyzing and evaluating the contribution of style and content; read and comprehend literary and informational texts in the grades11-CCR complexity band with minimal scaffolding at the high end of the range.	of how author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of text, how word choice uses and refines meaning and tone and how rhetoric, structure order of events, point of view and cultural experience are used to create various effects including satire, sarcasm, irony and understatement in literary and informational texts; read and comprehend literary and informational texts in the grades 11-CCR text complexity band proficiently with scaffolding as needed at the high end of the range.

Cluster	**Key Ideas and Details**
Objectives	Students will
ELA.T.R.C1.1	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.
ELA.T.R.C1.2	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.
ELA.T.R.C1.3	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).
ELA.T.R.C1.4	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.
ELA.T.R.C1.5	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.
ELA.T.R.C1.6	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.
Cluster	**Craft and Structure**
Objectives	Students will
ELA.T.R.C2.1	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.)
ELA.T.R.C2.2	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.
ELA.T.R.C2.3	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).
ELA.T.R.C2.4	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.
ELA.T.R.C2.5	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.
Cluster	**Integration of Knowledge and Ideas**
Objectives	Students will
ELA.T.R.C3.1	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.
Cluster	**Range of Reading and Level of Text Complexity**
Objectives	Students will
ELA.T.R.C4.1	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.
ELA.T.R.C4.2	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.

Grade 12	**English Language Arts**			
Standard:	Writing			
Performance Descriptors ELA.PD.T.W				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Twelfth grade students at distinguished level in writing:	Twelfth grade students at above mastery level in writing:	Twelfth grade students at mastery level in writing:	Twelfth grade students at partial mastery in writing:	Twelfth grade students at novice level in writing:

compose arguments and informative/explanatory texts free of logical fallacies using rhetorical devices, varied syntax and relevant evidence to thoroughly develop and establish the significance of logically sequenced knowledgeable claims, counterclaims, valid reasons and solid evidence based on their identified audience's knowledge, values and possible biases; write narratives using more sophisticated techniques (such as dialogue, flashback and multiple plot lines), vivid sensory language and reflective conclusion;	compose arguments and informative/explanatory texts using rhetorical devices, varied syntax and relevant evidence to thoroughly develop and establish the significance of logically sequenced knowledgeable claims, counterclaims, valid reasons and solid evidence while anticipating the audience's knowledge, values and possible biases; write narratives that convey the significance of the problem, situation or observation building toward a particular tone and outcome using well-structured sequences to establish point of view, capture action and conclude with a reflection on what was explored in the narrative;	compose arguments and informative/explanatory texts using rhetorical devices, varied syntax and relevant evidence to thoroughly develop and establish the significance of logically sequenced knowledgeable claims, counterclaims, reasons and evidence while anticipating the audience's values and possible biases; write narratives that convey the significance of the problem, situation or observation building toward a particular tone and outcome using well-structured sequences to establish point of view and capture action;	compose arguments and informative/explanatory texts using rhetorical devices, syntax and relevant evidence to thoroughly develop and establish the significance of logically sequenced knowledgeable claims, counterclaims and reasons while anticipating the audience's values and possible biases; write narratives that convey the significance of the problem, situation or observation building toward a particular tone and outcome experimenting with well-structured sequences that capture action;	compose logical arguments and informative/explanatory texts in a tone that conveys ideas clearly and establishes the significance of claims, counterclaims, reasons, bias and relevant evidence using techniques such as metaphor, simile and analogy; write narratives that include well-chosen details to build toward a particular tone and outcome, situation or observation; and establish one or more points of view while creating a smooth well-structured progression of experiences or events using a variety of words to link sections of the text;
use technology to develop and strengthen writing in response to ongoing feedback, including new arguments or information while recognizing the benefit of the sustained writing process and the	use technology to develop and strengthen writing in response to ongoing feedback, including new arguments or information while recognizing the benefit of the sustained writing process and the	use technology to develop and strengthen writing in response to ongoing feedback, including new arguments or information while recognizing the benefit of the sustained writing process;	use technology to develop and strengthen writing in response to ongoing feedback, including new arguments or information while recognizing the benefit of the writing process;	use technology to develop and strengthen writing by rewriting and trying new approaches; publish and update individual and shared projects using technology's capacity to link to other information

recursive nature of writing;	recursive nature of writing with scaffolding;			and to display information flexibly and dynamically in response to ongoing feedback including new arguments or information;
assess and evaluate the strengths and limitations of each source in terms of task, purpose and audience avoiding plagiarism and overreliance on any one source, understanding when and how to use quotations and paraphrases following a standard format for citation in sustained research projects that include the premises, purposes and arguments in works of public advocacy providing a sophisticated analysis.	assess and evaluate the strengths and limitations of each source in terms of task, purpose and audience avoiding plagiarism and overreliance on any one source, understanding when and how to use quotations and paraphrases following a standard format for citation in sustained research projects that include the premises, purposes and arguments in works of public advocacy.	assess and evaluate the strengths and limitations of each source in terms of task, purpose and audience avoiding plagiarism and overreliance on any one source and following a standard format for citation in sustained research projects that include the premises, purposes and arguments in works of public advocacy.	assess and note the strengths and limitations of each source in terms of task, purpose and audience avoiding plagiarism and overreliance on any one source and following a standard format for citation in sustained research projects that include the premises, purposes and arguments in works of public advocacy.	effectively use advanced searches and narrow or broaden inquiry to conduct short as well as more sustained research projects or to solve a problem; explore multiple avenues, including informational and literary texts to support a research topic, analysis and reflection; assess the strength and limitation of the source and synthesize multiple print and digital sources in terms of task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and overreliance of any one source; and use standard citation.

Cluster	**Text Type and Purpose**
Objectives	Students will
ELA.T.W.C9.1	write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • introduce precise, knowledgeable claims(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

	• develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while point out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
ELA.T.W.C9.2	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. • 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. • develop the topic thoroughly be 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. • 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. • use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • 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).
ELA.T.W.C9.3	write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • 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. • use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • 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. • use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Cluster	**Production and Distribution of Writing**
Objectives	Students will
ELA.T.W.C10.1	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.)

ELA.T.W.C10.2	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.
Cluster	**Research to Build and Present Knowledge**
Objectives	Students will
ELA.T.W.C11.1	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.
ELA.T.W.C11.2	gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
ELA.T.W.C11.3	draw evidence from literary or information texts to support analysis, reflection, and research. • 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"). • 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]").
Cluster	**Range of Writing**
Objectives	Students will
ELA.T.W.C12.1	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.

Grade 12	**English Language Arts**			
Standard:	Speaking & Listening			
Performance Descriptors ELA.PD.T.SL				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Twelfth grade students at distinguished level in speaking and listening: initiate with diverse partners to set clear goals, deadlines and individual roles to promote civil,	Twelfth grade students at above mastery level in speaking and listening: initiate with diverse partners to set clear goals, deadlines and individual roles to promote civil,	Twelfth grade students at mastery level in speaking and listening: set clear goals, deadlines and individual roles to promote civil, democratic discussions that probe	Twelfth grade students at partial mastery level in speaking and listening: set clear goals, deadlines and individual roles to promote civil, democratic discussions that probe	Twelfth grade students at novice level in speaking and listening: initiate and participate in collaborative discussions on topics, texts and issues that probe reasoning and

democratic discussions that probe and analyze reasoning, evidence and divergent and creative perspectives, synthesize comments, claims and evidence, resolve contradictions when possible, determine and conduct additional research to make informed decisions and solve complex problems; and assess the stance, premises and links among ideas, word choice, points of emphasis and tone while acknowledging diverse perspectives; develop and convey a clear and distinct perspective and address alternative or opposing perspectives for a range of formal and informal tasks; and analyze and strategically use digital media to enhance understanding of findings, reasoning and evidence.	democratic discussions that probe reasoning, evidence and divergent and creative perspectives, synthesize comments, claims and evidence, resolve contradictions when possible, determine and conduct additional research to make informed decisions and solve complex problems; and assess the stance, premises and links among ideas, word choice, points of emphasis and tone; convey a clear and distinct perspective and address alternative or opposing perspectives for a range of formal and informal tasks; and strategically use digital media to enhance findings, reasoning and evidence.	reasoning, evidence and divergent and creative perspectives, synthesize comments, claims and evidence, resolve contradictions when possible, determine and conduct additional research to make informed decisions and solve problems; and assess the stance, premises and links among ideas, word choice, points of emphasis and tone; convey a clear and distinct perspective and address alternative or opposing perspectives for a range of formal and informal tasks; and use digital media to enhance and add interest.	reasoning, evidence and divergent and creative perspectives, synthesize comments, claims and evidence, resolve contradictions, determine and, with scaffolding as needed, conduct additional research to make informed decisions and solve problems; and assess the stance, premises and links among ideas, word choice, points of emphasis and tone; convey a clear and distinct perspective and address alternative or opposing perspectives for a range of formal and informal tasks; and use digital media to add interest.	evidence and promote diverse creative perspectives; set deadlines; stimulate thoughtful exchange of ideas by posing and responding to questions from diverse perspectives; integrate multiple sources of information and verify or challenge ideas or conclusions in order to make decisions and solve problems; evaluate a speaker's reasoning, tone and emphasis; qualify or justify their own views and make new connections based on the evidence and reasoning presented; convey clear and distinct perspective with substance and style appropriate to purpose, audience and task so listeners can follow the line of reasoning; use of digital media to add interest; and adapt speech to a variety of contexts and informal and formal tasks addressing opposing perspectives.

Cluster	**Comprehension and Collaboration**
Objectives	Students will
ELA.T.SL.C13.1	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. • come to discussions prepared, having read and research 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. • work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. • 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. • 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.
ELA.T.SL.C13.2	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.
ELA.T.SL.C13.3	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.
Cluster	**Presentation of Knowledge and Ideas**
Objectives	Students will
ELA.T.SL.C14.1	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.
ELA.T.SL.C14.2	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.
ELA.T.SL.C14.3	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 here for specific expectations.)

126CSR44AA

POLICY 2520.1A NEXT GENERATION CONTENT STANDARDS AND OBJECTIVES FOR ENGLISH LANGUAGE ARTS IN WEST VIRGINIA SCHOOLS

COMMENT PERIOD ENDS: August 11, 2014

COMMENT RESPONSE FORM

NOTICE: Comments, as submitted, shall be filed with the West Virginia Secretary of State's Office and open for public inspection and copying for a period of not less than five years.

The following form is provided to assist those who choose to comment on Policy 2520.1A: Next Generation Content Standards and Objectives for English Language Arts in West Virginia Schools. Additional sheets may be attached, if necessary.

Name: _____ Organization: _____

Title: _____

City: _____ State: _____

Please check the box below that best describes your role.

- □ School System Superintendent
- □ Principal
- □ Professional Support Staff
- □ School System Staff
- □ Teacher
- □ Service Personnel
- □ Parent/Family
- □ Business/Industry
- □ Community Member

COMMENTS/SUGGESTIONS
§126-44AA-1. General.
§126-44AA-2. Purpose.

§126-44AA-3. Incorporation by Reference.
§126-44AA-4. Summary of the Content Standards and Objectives.
§126-44AA-5. Severability.

Please direct all comments to:

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