



**WEST VIRGINIA
SECRETARY OF STATE**

NATALIE E. TENNANT

ADMINISTRATIVE LAW DIVISION

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11/13/2015 3:48:12 PM

OFFICE OF
WEST VIRGINIA SECRETARY OF STATE

**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-
RULE NAME Next Generation Content Standards and Objectives for English Language Arts in West 044A
Virginia Schools (2520.1A) A**

**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, December 14, 2015 4:00 PM**

**WRITTEN COMMENTS MAY BE MAILED TO
Jessica George, Coordinator
WVDE Office of Middle/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
Jill M Newman -- 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: 10005



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**FORM 1 -- NOTICE OF A PUBLIC HEARING OR COMMENT PERIOD ON A PROPOSED RULE
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839 (1988)

PROVIDE A BRIEF SUMMARY OF YOUR PROPOSAL

The West Virginia College- and Career-Readiness Standards are the result of a statewide public review of the states educational standards. The West Virginia Department of Education, West Virginia Board of Education, and West Virginia University partnered in this initiative that began with a website, Academic Spotlight, which served as the platform for feedback collection. This website was active July through September of 2015. After the comment period closed, comments were evaluated by a team of diverse stakeholders, who made recommendations to West Virginia Board of Education based on the comments to meet the needs of West Virginia students.

Policy 2520.1A provides 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 proposed repeal and replacement of Policy 2520.1A will require an alignment study to be conducted in regard to the West Virginia General Summative Assessment.

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

Yes

Jill M Newman -- 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 1)

AGENCY Education

RULE TYPE Legislative Exempt **AMENDMENT TO EXISTING RULE** Yes **TITLE-SERIES** 126-
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Virginia Schools (2520.1A) A

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)

PRIMARY CONTACT

Office of Middle Secondary Learning
West Virginia Department of Education
1900 Kanawha Blvd., East, Capitol Building 6
Charleston, STATE ZIP

SECONDARY CONTACT

Virginia Harris
West Virginia Board of Education
1900 Kanawha Blvd., East, Capitol Building 6
Charleston, STATE SECONDARY ZIP SECONDARY

Jill M Newman -- By my signature, I certify that I am the person authorized to file legislative rules, in
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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, West Virginia College- and Career-Readiness Standards for English Language Arts.

Jill M Newman -- 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 2)

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RULE NAME Next Generation Content Standards and Objectives for English Language Arts in West Virginia Schools (2520.1A) **044A**

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

Jill M Newman -- 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)

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Virginia Schools (2520.1A) A

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, West Virginia College- and Career-Readiness Standards for English Language Arts.

Jill M Newman -- 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



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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-
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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, West Virginia College- and Career-Readiness Standards for English Language Arts.

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

Jill M Newman -- 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 12 -- BRIEF SUMMARY AND STATEMENT OF CIRCUMSTANCES (Page 1)

AGENCY Education

RULE TYPE Legislative Exempt **AMENDMENT TO EXISTING RULE** Yes **TITLE-SERIES** 126-
RULE NAME Next Generation Content Standards and Objectives for English Language Arts in West Virginia Schools (2520.1A) **044A**

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 West Virginia College- and Career-Readiness Standards are the result of a statewide public review of the states educational standards. Policy 2520.1A, West Virginia College - and Career-Readiness Standards for English Language Arts, provides a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education.

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

Yes

Jill M Newman -- 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



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EXECUTIVE SUMMARY

WEST VIRGINIA DEPARTMENT OF EDUCATION

Policy Number and Title: Policy 2520.1A, West Virginia College- and Career-Readiness Standards for English Language Arts

Background: The West Virginia College- and Career-Readiness Standards are the result of a statewide public review of the state's educational standards. The West Virginia Department of Education (hereinafter WVDE), West Virginia Board of Education (hereinafter WVBE), and West Virginia University partnered in this initiative that began with a website, Academic Spotlight, which served as the platform for feedback collection. This website was active July through September of 2015. After the comment period closed, comments were evaluated by a team of diverse stakeholders, who made recommendations to WVBE based on the comments to meet the needs of West Virginia students. Additionally, during the month of September 2015, eight universities around the state hosted town hall meetings where citizens could pose questions about the standards to a panel of teachers, administrators, and representatives from higher education. The West Virginia College- and Career-Readiness Standards reflect the improvements brought to light by these two methods of public input.

Proposals: Repeal and replacement of Policy 2520.1A is being recommended. We respectfully request that the State Board place Policy 2520.1A, West Virginia College- and Career Readiness Standards for English Language Arts, on public comment for a period of 30 days.

Impact: Policy 2520.1A, West Virginia College- and Career-Readiness Standards for English Language Arts, provides 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 proposed repeal and replacement of Policy 2520.1A will require an alignment study to be conducted in regard to the West Virginia General Summative Assessment.

Response to Comments:

Stakeholders

Of the 240,000 comments received, there were 5,252 respondents during the Academic Spotlight from July thru September 2015. Following the online survey, Content Review teams met during the month of October.

Elementary Education – October 15-16, 2015

- Ashlee Beatty, Jefferson County
- Connie Bowers, Harrison County
- Tila Boyce, Webster County
- Melissa Forinash, Monongalia County
- Heidi Hohman, Ohio County
- Penny Morgan-Rinker, Hardy County
- Joanna Mulligan, Wood County
- Tony Nichols, Nicholas County
- Christy Schwartz, Putnam County
- Ruth Anne Arneson, Marshall University
- Cindy Burke, WVDE, Office of Middle/Secondary Learning
- Paige Carney, West Virginia State University
- Janet Dozier, Marshall University
- Mary Pat Farrell, WVDE, Office of Special Education
- Jessica George, WVDE, Office of Middle/Secondary Learning
- Angela Icard, Bethany College
- Barbara Korn, West Virginia State University
- Sheila Sargent-Martin, Bluefield State
- Darrell Thompson, Bluefield State
- Charlotte Webb, WVDE, Office of Early Learning
- Pat Wilson, West Virginia State University

Middle/Secondary Education – October 13-14, 2015

- Gail Adams, Ohio County
- Tina Adams (Toler), Wyoming County
- Marissa Bonasso, Monongalia County
- Allen Boyce, Webster County
- Katie Dantrassy, Marshall County
- Laurel Beatty Dilley, Pocahontas County
- Melissa Farley, Monongalia County
- Jamie Gilmore, Monongalia County
- Joella (Jody) Groves, Monongalia County
- Myrtle Holland, Berkeley County
- Jan Jonese, Pocahontas County
- Wendy Kalasky, Monongalia County

- Joanna Burt-Kinderman, Pocahontas County
- Jeremy Anne Knight, Berkeley County
- David Lee, Monongalia County
- Allan Meck, Hampshire County
- Sarah Morton, Monongalia County
- Paula Nelson, Harrison County
- Jeff O'Neil, Monongalia County
- Amy Pierson, Mercer County
- Jennifer Pownell, Jefferson County
- Carrena Rouse, Boone County
- Sheila Ruddle, Pendleton County
- Amanda Shelton, Clay County
- Kirstin Sobotka, Cabell County
- Lisa Wyatt, Putnam County
- Mary Pat Farrell, WVDE, Office Special Education
- Jessica George, WVDE, Office of Middle/Secondary Learning
- Cindy Burke, WVDE, Office of Middle/Secondary Learning
- Charlotte Webb, WVDE, Office of Early Education
- Karen Petitto, West Virginia Wesleyan
- Lesa Hines, RESA 7
- Elizabeth Hull, Bethany College
- Melissa Ruddle, Kanawha County

126CSR44AA

**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

**SERIES 44AA
WEST VIRGINIA COLLEGE- AND CAREER-READINESS STANDARDS FOR ENGLISH LANGUAGE ARTS
(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 for the English Language Arts (hereinafter ELA) as required by 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 - .

1.4. Effective Date – July 1, 2016.

1.5. Repeal of former rule – This legislative rule repeals and replaces W. Va. 126CSR44AA WVBE Policy 25201A. “Next Generation Content Standards and Objectives for English Language Arts in West Virginia Schools filed September 12, 2014 and effective October 14, 2014.

§126-44AA-2. Purpose

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

§ 126-44AA-3. Incorporation by Reference

3.1. A copy of the West Virginia College- and Career-Readiness Standards for English Language Arts 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 (hereinafter WVDE), Office of Middle/Secondary Learning.

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

4.1. The WVBE has the responsibility of establishing high quality standards pertaining to all educational standards pertaining to all education programs (W. Va. Code §18-9A-22). The content standards 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 that reflect a rigorous and challenging curriculum for English Language Arts.

§126-44AA-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

West Virginia's College- and Career-Readiness Standards have been developed with the goal of preparing students for a wide range of high-quality post-secondary opportunities. Specifically, college- and career-readiness refers to the knowledge, skills, and dispositions needed to be successful in higher education and/or training that lead to gainful employment. The West Virginia College- and Career-Readiness Standards establish a set of knowledge and skills that all individuals need to transition into higher education or the workplace, as both realms share many expectations. All students throughout their educational experience, should develop a full understanding of the career opportunities available, the education necessary to be successful in their chosen pathway, and a plan to attain their goals.

West Virginia's College- and Career-Readiness Standards for English Language Arts promote proficiency in reading a range of material, fluency in writing in several modes, adaptability in verbal and written communication, and integrity in responsible collaboration with peers. Students will develop problem solving and critical thinking skills independently and collaboratively as they engage in the four domains of reading, writing, speaking/listening, and language. College- and career-readiness is supported in English language arts as students acquire and further develop their abilities to be critical consumers of what they read or hear and informed sources when they write or speak.

The West Virginia College- and Career-Readiness Standards are the result of a statewide public review of the state's educational standards. The West Virginia Department of Education (hereinafter WVDE), West Virginia Board of Education (hereinafter WVBE), and West Virginia University partnered in this initiative that began with a website, Academic Spotlight, which served as the platform for feedback collection. This website was active July through September of 2015. After the comment period closed, comments were evaluated by a team of diverse stakeholders, who made recommendations to WVBE based on the comments to meet the needs of West Virginia students. Additionally, during the month of September 2015, eight universities around the state hosted town hall meetings where citizens could pose questions about the standards to a panel of teachers, administrators, and representatives from higher education. The West Virginia College- and Career-Readiness Standards reflect the improvements brought to light by these two methods of public input.

Explanation of Terms

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

Domains are the broad components that make up a content area; e.g., reading, writing, speaking/listening, and language make up the English language arts content area.

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.

Reading – The development of proficient reading skills is critical for mastering academic content. Students must show a steadily growing ability to discern more from and make fuller use of text. This includes 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 foundations of reading, students will master the essential components of reading (i.e., fluency, phonics and word recognition, phonological awareness, and print concepts). Students will gain 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.

Speaking/Listening – Students will be required to communicate ideas clearly and efficiently, including but not limited to formal presentation. They will 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.

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.

Standards are the expectations for what students should know, understand, and be able to do; standards represent educational goals.

Numbering of Standards

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

- the content area code (e.g., ELA for English language arts),
- the grade level, and
- the standard.

Illustration: ELA.3.1 refers to English language arts, grade 3, standard 1.

College- and Career-Readiness Indicators for English Language Arts

The grades K-12 standards on the following pages define what students should know, understand, and be able to do by the end of each grade level. They correspond to the College- and Career-Readiness Indicators for English language arts below by cluster. The College- and Career-Readiness Indicators 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.

Reading

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.

Writing

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 to support analysis, reflection, and research

Range of Writing

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

Speaking/Listening

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 ideas 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.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

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

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and accurately use 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

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills and technology tools. Students in kindergarten will advance through a developmentally-appropriate progression of standards. The following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in kindergarten:

Early Learning Foundations	
Name upper-and lower-case letters, matching those letters with their sounds, and printing them.	
Reading	Writing
- Compare the adventures and experiences of characters in familiar stories, such as fairy tales and folktales. - Retell familiar stories and talking about stories read to them using details from the text. - Ask and answer questions about key details in stories or other information read aloud.	- State an opinion or preference about a topic or book in writing (e.g., “My favorite book is . . .”). - Use a combination of drawing, dictating, and writing to describe an event, including his or her reaction to what happened.
Speaking/Listening	Language
- Take part in classroom conversations and following rules for discussions (e.g., learning to listen to others and taking turns when speaking). - Speak clearly to express thoughts, feelings, and ideas, including descriptions of familiar people, places, things, and events	- Understand and use question words (e.g., who, what, where, when, why, how) in discussions. - Learn to recognize, spell, and properly use those little grammatical words that hold the language together (e.g., a, the, to, of, from, I, is, and are).

Kindergarten – Grade 1 Specifications

In kindergarten through grade 1, students should be immersed in a literacy-rich environment and have numerous opportunities to engage with complex texts appropriate for kindergarten in order to meet college- and career-readiness expectations. By the end of the programmatic level (grade 1) and over the course of the entire instructional day, the distribution of text types should include 50% literary and 50% informational, and writing types should be 30% argumentative, 35% informative, and 35% narrative.

Numbering of Standards

The following English language arts standards will be numbered continuously. The ranges in the chart below relate to the clusters found within the English language arts domains:

Early Learning Foundations	
Fluency	Foundation I
Phonics and Word Recognition	Foundation II
Handwriting	Foundation III
Phonological Awareness	Foundation IV
Print Concepts	Foundation V

Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-17
Range of Reading and Text Complexity	Standards 18-19
Writing	
Text Types and Purposes	Standards 20-22
Production and Distribution of Writing	Standards 23-25
Research to Build and Present Knowledge	Standards 26-28
Range of Writing	Standard 29
Speaking & Listening	
Comprehension and Collaboration	Standards 30-32
Presentation of Knowledge and Ideas	Standards 33-35
Language	
Conventions of Standard English	Standards 36-37
Knowledge of Language	Standard 38
Vocabulary Acquisition and Use	Standards 39-41

Early Learning Foundations

Cluster	Fluency
ELA.K.I	Read emergent-reader texts with purpose and understanding.

Cluster	Phonics and Word Recognition
ELA.K.II	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 common spellings (graphemes) with the five major short vowel sounds. - Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, or does</i>). - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Cluster	Handwriting
ELA.K.III	Print upper- and lowercase letters.

Cluster	Phonological Awareness
ELA.K.IV	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 words (i.e., consonant-vowel-consonant, hereinafter CVC). 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.
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Cluster	Print Concepts
ELA.K.V	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.

Reading

Cluster	Key Ideas and Details
ELA.K.1	With prompting and support, ask and answer questions about key details in a literary text.
ELA.K.2	With prompting and support, retell familiar stories, including key details in literary texts.
ELA.K.3	With prompting and support, identify characters, settings, and major events in a literary text.
ELA.K.4	With prompting and support, ask and answer questions about key details in an informational text.
ELA.K.5	With prompting and support, identify the main topic and retell key details of an informational text.
ELA.K.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
ELA.K.7	With prompting and support, ask and answer questions about unknown words in a literary text.
ELA.K.8	With prompting and support, recognize common types of texts (e.g., storybooks or poems).
ELA.K.9	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.10	With prompting and support, ask and answer questions about unknown words in an informational text.
ELA.K.11	With prompting and support, identify the front cover, back cover, and title page of a book.
ELA.K.12	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in an informational text.

Cluster	Integration of Knowledge and Ideas
ELA.K.13	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.14	With prompting and support, compare and contrast the adventures and experiences of characters in familiar literary stories.
ELA.K.15	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.16	With prompting and support, identify the reasons an author gives to support points in a literary or informational text.
ELA.K.17	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 Text Complexity
ELA.K.18	Actively engage in group reading activities of literary texts with purpose and understanding.
ELA.K.19	Actively engage in group reading activities of informational texts with purpose and understanding.

Writing

Cluster	Text Types and Purposes
ELA.K.20	Use a combination of drawing, dictating, and writing to compose opinion pieces in which the topic or the name of the text being discussed is included; state an opinion or preference about the topic or book (e.g., “My favorite book is…”).
ELA.K.21	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts; name and supply some information about the topic.
ELA.K.22	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
ELA.K.23	(Begins in grade 3.)
ELA.K.24	With guidance and support from adults and collaborative discussions, add details to strengthen writing as needed.
ELA.K.25	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.

Cluster	Research to Build and Present Knowledge
ELA.K.26	With guidance and support, participate in shared research and writing (e.g., explore a number of books by a favorite author and express opinions about them).
ELA.K.27	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
ELA.K.28	(Begins in grade 4.)

Cluster	Range of Writing
ELA.K.29	(Begins in grade 3.)

Speaking & Listening

Cluster	Comprehension and Collaboration
ELA.K.30	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> 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.31	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.32	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Cluster	Presentation of Knowledge and Ideas
ELA.K.33	Describe familiar people, places, things, and events and, with prompting and support, provide additional details.
ELA.K.34	Add drawings or other visual displays to descriptions as desired to provide additional details.
ELA.K.35	Speak audibly and express thoughts, feelings, and ideas clearly.

Language

Cluster	Conventions of Standard English
ELA.K.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. - Use frequently occurring nouns and verbs. - Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog</i> and <i>dogs</i>; <i>wish</i> and <i>wishes</i>). - Understand and use question words (interrogatives) (e.g., <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i>). - Use the most frequently occurring prepositions (e.g., <i>to</i>, <i>from</i>, <i>in</i>, <i>out</i>, <i>on</i>, <i>off</i>, <i>for</i>, <i>of</i>, <i>by</i>, and <i>with</i>). - Produce and expand complete sentences in shared language activities.
ELA.K.37	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>I</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
ELA.K.38	(Begins in grade 2.)

Cluster	Vocabulary Acquisition and Use
ELA.K.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). Introduce the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, and <i>-less</i>) as a clue to the meaning of an unknown word.
ELA.K.40	With guidance and support from adults, explore word relationships and nuances in word

	meanings. • Sort common objects into categories (e.g., shapes or 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 home that are <i>cozy</i>). • Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, and prance</i>) by acting out the meanings.
ELA.K.41	Use words and phrases acquired through conversations, reading, being read to, and responding to texts.

English Language Arts – Grade 1

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Students in first grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from kindergarten, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in first grade:

Early Learning Foundations	
• Read stories and poems aloud with sufficient fluency to support comprehension. • Use phonics (matching letters and sounds) and word analysis skills to figure out unfamiliar words when reading and writing. • Be able to hear and orally reproduce sounds used to make words. • Understand the basic features of print.	
Reading	Writing
• Get facts and information from different writings.	• Write about a topic, supplying some facts and providing some sense of opening and closing.
Speaking/Listening	Language
• Take part in conversations about topics and texts being studied by responding to the comments of others and asking questions to clear up any confusion.	• Produce and expanding complete simple and compound statements, questions, commands, and exclamations. • Identify the correct meaning for a word with multiple meanings, based on the sentence or paragraph in which the word is used (e.g., deciding whether the word bat means a flying mammal or a club used in baseball). • Learn to think about finer distinctions in the meanings of near-synonyms (e.g., marching, prancing, strutting, strolling, and walking).

Kindergarten through Grade 1 Specifications

In kindergarten through grade 1, students should have numerous opportunities to engage with complex texts appropriate for first grade in order to meet college- and career-readiness expectations. By the end of the programmatic level (grade 1) and over the course of the entire instructional day, the distribution of text types should include 50% literary and 50% informational, and writing types should be 30% argumentative, 35% informative, and 35% narrative.

Numbering of Standards

The following English language arts standards will be numbered continuously. The ranges in the chart below relate to the clusters found within the English language arts domains:

Early Learning Foundations	
Fluency	Foundation I
Phonics and Word Recognition	Foundation II

Handwriting	Foundation III
Phonological Awareness	Foundation IV
Print Concepts	Foundation V
Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-17
Range of Reading and Text Complexity	Standards 18-19
Writing	
Text Types and Purposes	Standards 20-22
Production and Distribution of Writing	Standards 23-25
Research to Build and Present Knowledge	Standards 26-28
Range of Writing	Standard 29
Speaking & Listening	
Comprehension and Collaboration	Standards 30-32
Presentation of Knowledge and Ideas	Standards 33-35
Language	
Conventions of Standard English	Standards 36-37
Knowledge of Language	Standard 38
Vocabulary Acquisition and Use	Standards 39-41

Early Learning Foundations

Cluster	Fluency
ELA.1.I	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.

Cluster	Phonics and Word Recognition
ELA.1.II	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	Handwriting
ELA.1.III	Print all upper- and lowercase letters using proper letter formation and directionality.

Cluster	Phonological Awareness
ELA.1.IV	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	Print Concepts
ELA.1.V	Demonstrate understanding of the organization and basic features of print. • Recognize the distinguishing features of a sentence (e.g., first word, capitalization, and ending punctuation).

Reading

Cluster	Key Ideas and Details
ELA.1.1	Ask and answer questions about key details in a literary text.
ELA.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson in literary texts.
ELA.1.3	Describe characters, settings, and major events in a story, using key details in literary texts.
ELA.1.4	Ask and answer questions about key details in an informational text.
ELA.1.5	Identify the main topic and retell key details of an informational text.
ELA.1.6	Describe the connection between two individuals, events, ideas, or pieces of information in an informational text.

Cluster	Craft and Structure
ELA.1.7	In literary texts, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
ELA.1.8	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.1.9	Identify who is telling the story at various points in a literary text.
ELA.1.10	Ask and answer questions to help determine or clarify the meaning of words and phrases in an informational text.
ELA.1.11	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, and/or icons) to locate key facts or information in an informational text.
ELA.1.12	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
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ELA.1.13	Use illustrations and details in a story to describe its characters, setting, or events in literary texts.
ELA.1.14	Compare and contrast the adventures and experiences of characters in stories in literary texts.
ELA.1.15	Use the illustrations and details in a text to describe its key ideas in informational texts.
ELA.1.16	Identify the reasons an author gives to support points in an informational text.
ELA.1.17	Identify basic similarities in and differences between two informational texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Cluster	Range of Reading and Text Complexity
ELA.1.18	With prompting and support, read prose and poetry of appropriate complexity for grade 1 in literary texts.
ELA.1.19	With prompting and support, read informational texts appropriately complex for grade 1.

Writing

Cluster	Text Types and Purposes
ELA.1.20	Write opinion pieces by introducing the topic or name of the text being discussed, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.
ELA.1.21	Write informative/explanatory texts by naming a topic, supplying some facts about the topic, and providing some sense of closure.
ELA.1.22	Write narratives to 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
ELA.1.23	(Begins in Grade 3.)
ELA.1.24	With guidance and support from adults and collaborative discussions, focus on a topic and add details to strengthen writing as needed.
ELA.1.25	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.

Cluster	Research to Build and Present Knowledge
ELA.1.26	Participate in shared research and writing (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
ELA.1.27	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
ELA.1.28	(Begins in grade 4.)

Cluster	Range of Writing
ELA.1.29	(Begins in grade 3.)

Speaking & Listening

Cluster	Comprehension and Collaboration
ELA.1.30	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and</i>

	texts with peers and adults in small and larger groups. - Follow agreed-upon rules for discussions (e.g., listening to others with care and 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.1.31	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
ELA.1.32	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
ELA.1.33	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
ELA.1.34	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
ELA.1.35	Produce complete sentences when appropriate to task and situation.

Language

Cluster	Conventions of Standard English
ELA.1.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. - Use common, proper, and possessive nouns. - Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>he hops</i>; <i>we hop</i>). - Use personal, possessive and indefinite pronouns (e.g., <i>I, me, and my</i>; <i>they, them, and their</i>; <i>anyone</i> and <i>everything</i>). - Use verbs to convey a sense of past, present, and future (e.g., <i>yesterday I walked home</i>; <i>today I walk home</i>; <i>tomorrow I will walk home</i>). - Use frequently occurring adjectives. - Use frequently occurring conjunctions (e.g., <i>and, but, or, so, or because</i>). - Use determiners (e.g., <i>articles</i> and <i>demonstratives</i>). - Use frequently occurring prepositions (e.g., <i>during, beyond, or toward</i>). - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
ELA.1.37	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
ELA.1.38	(Begins in grade 2.)

Cluster	Vocabulary Acquisition and Use
ELA.1.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on grade 1 reading and content</i>, 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., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, and looking</i>).
ELA.1.40	With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Sort words into categories (e.g., <i>colors</i> and <i>clothing</i>) to gain a sense of the concepts the categories represent. • Define words by category and by one or more key attributes (e.g., <i>a duck is a bird that swims; a tiger is a large cat with stripes</i>). • Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). • Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, and scowl</i>) and adjectives differing in intensity (e.g., <i>large</i> and <i>gigantic</i>) by defining or choosing them or by acting out the meanings.
ELA.1.41	Use words and phrases acquired through conversations, reading, being read to, and responding to texts; use frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).

English Language Arts – Grade 2

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Students in second grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from first grade, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in second grade:

Early Learning Foundations	
- Read stories and poems aloud fluently, without pausing to figure out what each word means. - Use word analysis skills and phonics to decode words. - Create readable documents with legible print.	
Reading	Writing
- Pay close attention to details, including illustrations and graphics, in stories and books to answer who, what, where, when, why, and how questions. - Determine the lesson or moral of stories, fables, and folktales. - Use text features (e.g., captions, bold print, and indexes) to locate key facts or information efficiently.	- Write an opinion about a book he or she has read, using important details from the materials to support that opinion. - Write stories that include a short sequence of events and include a clear beginning, middle, and end.
Speaking/Listening	Language
- Take part in conversations by linking his or her comments to the remarks of others and asking and answering questions to gather additional information or deepen understanding of the topic. - Retell key information or ideas from media or books read aloud.	- Produce, expanding, and rearranging sentences (e.g., "The boy watched the movie;" "The little boy watched the movie;" "The action movie was watched by the little boy"). - Determine the meaning of the new word formed when a known prefix or suffix is added to a known word (happy/unhappy and pain/painful/painless).

Grades 2-3 Specifications

In grades 2-3, students should be exposed to texts that fall in the 420-820 Lexile range in order to meet college- and career-readiness expectations. By the end of the programmatic level (grade 3) and over the course of the entire instructional day, the distribution of text types should include 50% literary and 50% informational, and writing types should be 30% argumentative, 35% informative, and 35% narrative.

Numbering of Standards

The following English language arts standards will be numbered continuously. The ranges in the chart below relate to the clusters found within the English language arts domains:

Early Learning Foundations	
Fluency	Foundation I

Phonics and Word Recognition	Foundation II
Handwriting	Foundation III
Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-17
Range of Reading and Text Complexity	Standards 18-19
Writing	
Text Types and Purposes	Standards 20-22
Production and Distribution of Writing	Standards 23-25
Research to Build and Present Knowledge	Standards 26-28
Range of Writing	Standard 29
Speaking & Listening	
Comprehension and Collaboration	Standards 30-32
Presentation of Knowledge and Ideas	Standards 33-35
Language	
Conventions of Standard English	Standards 36-37
Knowledge of Language	Standard 38
Vocabulary Acquisition and Use	Standards 39-41

Early Learning Foundations

Cluster	Fluency
ELA.2.I	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.

Cluster	Phonics and Word Recognition
ELA.2.II	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	Handwriting
ELA.2.III	Create readable documents with legible print or cursive as developmentally appropriate.

Reading

Cluster	Key Ideas and Details
ELA.2.1	Ask and answer key ideas such questions as <i>who, what, where, when, why</i> , and <i>how</i> to demonstrate understanding of key details in literary text.
ELA.2.2	Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson, or moral in literary text.
ELA.2.3	Describe how characters in a story respond to major events and challenges in literary text.
ELA.2.4	Ask and answer such questions as <i>who, what, where, when, why</i> , and <i>how</i> to demonstrate understanding of key details in informational text.
ELA.2.5	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within informational text.
ELA.2.6	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
ELA.2.7	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, and repeated lines) in literary text supply rhythm and meaning in a story, poem, or song.
ELA.2.8	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.2.9	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.2.10	Determine the meaning of words and phrases in informational text relevant to a <i>grade 2 topic or subject area</i> .
ELA.2.11	Know and use various informational text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons) to locate key facts or information in a text efficiently.
ELA.2.12	Identify the main purpose of informational text, including what the author wants to answer, explain, or describe

Cluster	Integration of Knowledge and Ideas
ELA.2.13	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.2.14	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.2.15	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify an informational text.
ELA.2.16	Describe how reasons support specific points the author makes in an informational text.
ELA.2.17	Compare and contrast the most important points presented by two informational texts on the same topic.

Cluster	Range of Reading and Text Complexity
ELA.2.18	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity range proficiently, with scaffolding as needed at the high end of the range.
ELA.2.19	By the end of year, read and comprehend informational texts, including social studies,

	science, and technical texts, in the grades 2–3 text complexity range proficiently, with scaffolding as needed at the high end of the range.
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Writing

Cluster	Text Types and Purposes
ELA.2.20	Write opinion pieces by introducing the topic or text being discussed, stating an opinion, supplying reasons that support the opinion, using linking words (e.g., because, and, or also) to connect opinion and reasons, and providing a concluding statement or section.
ELA.2.21	Write informative/explanatory texts by introducing a topic, using facts and definitions to develop points, and providing a concluding statement or section.
ELA.2.22	Write narratives to recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, and using transitional words to signal event order and provide a sense of closure.

Cluster	Production and Distribution of Writing
ELA.2.23	(Begins in grade 3.)
ELA.2.24	With guidance and support from adults and collaborative discussions, focus on a topic and strengthen writing as needed by revising and editing.
ELA.2.25	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.

Cluster	Research to Build and Present Knowledge
ELA.2.26	Participate in shared research and writing (e.g., read a number of books on a single topic to produce a report; record science observations).
ELA.2.27	Recall information from experiences or gather information from provided sources to answer a question.
ELA.2.28	(Begins in grade 4.)

Cluster	Range of Writing
ELA.2.29	(Begins in grade 3.)

Speaking & Listening

Cluster	Comprehension and Collaboration
ELA.2.30	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> 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, and speaking one at a time about the topics and texts under discussion). - Build on others' talk in conversations by linking comments to the remarks of others. - Ask for clarification and further explanation as needed about the topics and texts under discussion.
ELA.2.31	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
ELA.2.32	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
ELA.2.33	Tell a story or recount an experience with appropriate facts and relevant, descriptive details; speaking audibly and coherently.
ELA.2.34	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.2.35	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

Cluster	Conventions of Standard English
ELA.2.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Use collective nouns (e.g., <i>group</i>). • Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, and fish</i>). • Use reflexive pronouns (e.g., <i>myself</i> or <i>ourselves</i>). • Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, or told</i>). • 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., <i>the boy watched the movies; the little boy watched the movie; the action movie was watched by the little boy</i>).
ELA.2.37	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., <i>cage / badge; boy / boil</i>). • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Cluster	Knowledge of Language
ELA.2.38	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
ELA.2.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, 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., <i>happy/unhappy, and tell/retell</i>).

	• Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> and <i>additional</i>). • Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, and <i>bookmark</i>). • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
ELA.2.40	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 <i>spicy</i> or <i>juicy</i>). • Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, and <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, and <i>scrawny</i>).
ELA.2.41	Use words and phrases acquired through conversations, reading, being read to, and responding to texts; use adjectives and adverbs to describe (e.g., <i>when other kids are happy</i>, <i>that makes me happy</i>).

English Language Arts – Grade 3

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Students in third grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from second grade, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in third grade:

Early Learning Foundations	
- Read with accuracy, appropriate rate, and expression. - Use word analysis skills and phonics to decode words. - Begin cursive writing.	
Reading	Writing
- Read closely to find main ideas and supporting details in a story. - Describe the logical connection between particular sentences and paragraphs in stories (e.g., first, second, and third; cause and effect). - Compare the most important points and key details presented in two books on the same topic.	- Write opinions or explanations that group related information and develop topics with facts and details. - Write stories that establish a situation and include details and clear sequences of events that describe the actions, thoughts, and feelings of characters. - Independently conduct short research projects that build knowledge about various topics.
Speaking/Listening	Language
- Paraphrase and respond to information presented in discussions, such as comparing and contrasting ideas and analyzing evidence that speakers use to support particular points. - Report orally on a topic or telling a story with enough facts and details.	- Write complete sentences with correct capitalization and spelling. - Relate words that are common in reading to words with similar meanings (synonyms) and to their opposites (antonyms).

Grades 2-3 Specifications

In grades 2-3, students should be exposed to texts that fall in the 420-820 Lexile range in order to meet college- and career-readiness expectations. By the end of the programmatic level (grade 3) and over the course of the entire instructional day, the distribution of text types should include 50% literary and 50% informational, and writing types should be 30% argumentative, 35% informative, and 35% narrative.

Numbering of Standards

The following English language arts standards will be numbered continuously. The ranges in the chart below relate to the clusters found within the English language arts domains:

Early Learning Foundations	
Fluency	Foundation I
Phonics and Word Recognition	Foundation II

Handwriting	Foundation III
Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-17
Range of Reading and Text Complexity	Standards 18-19
Writing	
Text Types and Purposes	Standards 20-22
Production and Distribution of Writing	Standards 23-25
Research to Build and Present Knowledge	Standards 26-28
Range of Writing	Standard 29
Speaking & Listening	
Comprehension and Collaboration	Standards 30-32
Presentation of Knowledge and Ideas	Standards 33-35
Language	
Conventions of Standard English	Standards 36-37
Knowledge of Language	Standard 38
Vocabulary Acquisition and Use	Standards 39-41

Early Learning Foundations

Cluster	Fluency
ELA.3.I	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.

Cluster	Phonics and Word Recognition
ELA.3.II	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 multi-syllable words. • Read grade-appropriate irregularly spelled words.

Cluster	Handwriting
ELA.3.III	Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.

Reading

Cluster	Key Ideas and Details
ELA.3.1	Ask and answer questions to demonstrate understanding of a literary text, referring explicitly to the text as the basis for the answers.
ELA.3.2	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.3.3	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.3.4	Ask and answer questions to demonstrate understanding of an informational text, referring explicitly to the text as the basis for the answers.
ELA.3.5	Determine the main idea of an informational text; recount the key details and explain how they support the main idea.
ELA.3.6	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
ELA.3.7	Determine the meaning of words and phrases as they are used in a literary text, distinguishing literal from nonliteral language.
ELA.3.8	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.3.9	Distinguish one's point of view from that of the narrator or those of the characters in a literary text.
ELA.3.10	Determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a <i>grade 3 topic or subject area</i> .
ELA.3.11	Use informational text features and search tools (e.g., key words, sidebars, and hyperlinks) to locate information relevant to a given topic efficiently
ELA.3.12	Distinguish one's own point of view from that of the author of an informational text.

Cluster	Integration of Knowledge and Ideas
ELA.3.13	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 or emphasize aspects of a character or setting).
ELA.3.14	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.3.15	Use information gained from illustrations (e.g., maps or 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.3.16	Describe the logical connection between particular sentences and paragraphs in an informational text (e.g., comparison, cause/effect, or first/second/third in a sequence).
ELA.3.17	Compare and contrast the most important points and key details presented in two informational texts on the same topic.

Cluster	Range of Reading and Text Complexity
ELA.3.18	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 range independently and proficiently.
ELA.3.19	By the end of the year, read and comprehend informational texts, including social studies, science, and technical texts, at the high end of the grades 2–3 text complexity range independently and proficiently.

Writing

Cluster	Text Types and Purposes
ELA.3.20	Write opinion pieces on topics or texts, supporting a point of view with reasons. • Introduce the topic or text being discussed, state an opinion, and create an organizational structure that lists reasons. • Provide reasons that support the opinion. • Use linking words and phrases (e.g., <i>because</i>, <i>therefore</i>, <i>since</i>, or <i>for example</i>) to connect opinion and reasons. • Provide a concluding statement or section.
ELA.3.21	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 aid comprehension. • Develop the topic with facts, definitions, and details. • Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, or <i>but</i>) to connect ideas within categories of information. • Provide a concluding statement or section.
ELA.3.22	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
ELA.3.23	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 Text Types and Purposes.)
ELA.3.24	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards up to and including grade 3).
ELA.3.25	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
ELA.3.26	Conduct short research projects that build knowledge about a topic.
ELA.3.27	Recall information from experiences or gather information from print and digital sources;

	take brief notes on sources and sort evidence into provided categories.
ELA.3.28	(Begins in grade 4.)

Cluster	Range of Writing
ELA.3.29	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.

Speaking & Listening

Cluster	Comprehension and Collaboration
ELA.3.30	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing ideas 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, and 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 comments to the remarks of others. • Explain ideas and understanding in light of the discussion.
ELA.3.31	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.3.32	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Cluster	Presentation of Knowledge and Ideas
ELA.3.33	Report on a topic or text; tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly and coherently.
ELA.3.34	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.3.35	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

Cluster	Conventions of Standard English
ELA.3.36	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., <i>childhood</i>). • Form and use regular and irregular verbs.

	- Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) 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.3.37	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., <i>sitting, smiled, cries, or happiness</i>). - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) in writing words. - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Cluster	Knowledge of Language
ELA.3.38	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
ELA.3.39	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, 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., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, and heat/preheat</i>). - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i> and <i>companion</i>). - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
ELA.3.40	Demonstrate understanding of word relationships and nuances in word meanings. - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). - Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, and wondered</i>).
ELA.3.41	Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and transitional

	relationships (e.g., <i>after dinner that night we went looking for them</i>).
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English Language Arts – Grade 4

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Students in fourth grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from third grade, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in fourth grade:

Early Learning Foundations	
• Read with accuracy, appropriate rate, and expression. • Use word analysis skills and phonics to decode words. • Write in cursive.	
Reading	Writing
• Describe the basic elements of stories — such as characters, events, and settings — by drawing on specific details in the text. • Pay close attention to key features of informational books and articles. These include understanding the main and supporting ideas; being able to compare and contrast information; and explaining how the author uses facts, details, and evidence to support particular points. • Compare ideas, characters, events, and settings in stories and myths from different cultures.	• Write summaries or opinions about topics supported with a set of well-organized facts, details, and examples. • Independently conduct short research projects on different aspects of a topic using evidence from books and the Internet.
Speaking/Listening	Language
• Paraphrase and respond to information presented in discussions, such as comparing and contrasting ideas and analyzing evidence that speakers use to support particular points. • Report orally on a topic or telling a story with enough facts and details.	• Write complete sentences with correct capitalization and spelling. • Relate words that are common in reading to words with similar meanings (synonyms) and to their opposites (antonyms).

Grades 4-5 Specifications

In grades 4-5, students should be exposed to texts that fall in the 740-1010 Lexile range in order to meet college- and career-readiness expectations. By the end of the programmatic level (grade 5) and over the course of the entire instructional day, the distribution of text types should include 50% literary and 50% informational, and writing types should be 30% argumentative, 35% informative, and 35% narrative.

Numbering of Standards

The following English language arts standards will be numbered continuously. The ranges in the chart below relate to the clusters found within the English language arts domains:

Early Learning Foundations	
Fluency	Foundation I
Phonics and Word Recognition	Foundation II
Handwriting	Foundation III
Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-17
Range of Reading and Text Complexity	Standards 18-19
Writing	
Text Types and Purposes	Standards 20-22
Production and Distribution of Writing	Standards 23-25
Research to Build and Present Knowledge	Standards 26-28
Range of Writing	Standard 29
Speaking & Listening	
Comprehension and Collaboration	Standards 30-32
Presentation of Knowledge and Ideas	Standards 33-35
Language	
Conventions of Standard English	Standards 36-37
Knowledge of Language	Standard 38
Vocabulary Acquisition and Use	Standards 39-41

Early Learning Foundations

Cluster	Fluency
ELA.4.I	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.

Cluster	Phonics and Word Recognition
ELA.4.II	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	Handwriting
ELA.4.III	Write fluidly and legibly in cursive or joined italics.

Reading

Cluster	Key Ideas and Details
ELA.4.1	Refer to details and examples in a literary text when explaining what the text says explicitly and when drawing inferences from the text.
ELA.4.2	Determine a theme of a story, drama, or poem from details in the literary text; summarize the text.
ELA.4.3	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.4.4	Refer to details and examples in an informational text when explaining what the text says explicitly and when drawing inferences from the text.
ELA.4.5	Determine the main idea of an informational text and explain how it is supported by key details; summarize the text.
ELA.4.6	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
ELA.4.7	Determine the meaning of words and phrases as they are used in a literary text, including words that allude to significant characters such as those found in mythology (e.g., herculean).
ELA.4.8	Explain major differences between poems, drama, and prose; refer to the structural elements of poems (e.g., verse, rhythm, and meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, and stage directions) when writing or speaking about a literary text.
ELA.4.9	Compare and contrast the point of view from which different literary texts are narrated, including the difference between first- and third-person narrations.
ELA.4.10	Determine the meaning of general academic and domain-specific words or phrases in an informational text relevant to a <i>grade 4 topic or subject area</i> .
ELA.4.11	Describe the overall structure (e.g., chronology, comparison, cause/effect, or problem/solution) of events, ideas, concepts, or information in all or part of an informational text.
ELA.4.12	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in the focus and information provided in these informational texts.

Cluster	Integration of Knowledge and Ideas
ELA.4.13	Make connections between the text of a story or drama and a visual or oral presentation of the literary text, identifying where specific descriptions and directions in the text are reflected in the visual or oral presentation.
ELA.4.14	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.4.15	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.4.16	Explain how an author uses reasons and evidence to support particular points in an informational text.
ELA.4.17	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 Text Complexity
ELA.4.18	By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity range proficiently, with scaffolding as needed at the high end of the range.
ELA.4.19	By the end of the year read and comprehend informational texts, including social studies, science and technical texts, in the grades 4–5 text complexity range proficiently, with scaffolding as needed at the high end of the range.

Writing

Cluster	Text Types and Purposes
ELA.4.20	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., <i>for instance</i>, <i>in order to</i>, or <i>in addition</i>). • Provide a concluding statement or section related to the opinion presented.
ELA.4.21	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., <i>another</i>, <i>for example</i>, <i>also</i>, or <i>because</i>). • 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.4.22	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 Writing
ELA.4.23	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 Text Types and Purposes.)
ELA.4.24	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards up to and including grade 4.)
ELA.4.25	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.

Cluster	Research to Build and Present Knowledge
ELA.4.26	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
ELA.4.27	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.4.28	Draw evidence from literary or informational texts to support analysis, reflection, and research. • Apply <i>grade 4 Reading standards</i> 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 <i>grade 4 Reading standards</i> to informational texts (e.g., “explain how an author uses reasons and evidence to support particular points in a text.”).

Cluster	Range of Writing
ELA.4.29	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.

Speaking & Listening

Cluster	Comprehension and Collaboration
ELA.4.30	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others’ ideas and expressing ideas 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 ideas and understanding in light of the discussion.
ELA.4.31	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELA.4.32	Identify the reasons and evidence a speaker provides to support particular points.

Cluster	Presentation of Knowledge and Ideas
ELA.4.33	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.4.34	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
ELA.4.35	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards for specific expectations.)

Language

Cluster	Conventions of Standard English
ELA.4.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Use relative pronouns (<i>who, whose, whom, which, or that</i>) and relative adverbs (<i>where, when, or why</i>). • Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. • Use modal auxiliaries (e.g., <i>can, may, or must</i>) to convey various conditions. • Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). • Form and use prepositional phrases. • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Correctly use frequently confused words (e.g., <i>to, too, and two; there and their</i>).
ELA.4.37	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
ELA.4.38	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
ELA.4.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, 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., <i>telegraph</i>, <i>photograph</i>, and <i>autograph</i>). • Consult reference materials (e.g., dictionaries, glossaries, and/or thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
ELA.4.40	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) 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.4.41	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, and <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).

English Language Arts – Grade 5

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Students in fifth grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from fourth grade, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in fifth grade:

Early Learning Foundations	
- Read with accuracy, appropriate rate, and expression. - Use word analysis skills and phonics to decode words.	
Reading	Writing
- Summarize the key details of stories, dramas, poems, and nonfiction materials, including their themes or main ideas. - Identify and judge evidence that supports particular ideas in an author's argument to change a reader's point of view. - Integrating information from several print and digital sources to answer questions and solve problems.	- Write opinions that offer reasoned arguments and provide facts and examples that are logically grouped to support the writer's point of view. - Write stories, real or imaginary, that unfold naturally and developing the plot with dialogue, description, and effective pacing of the action.
Speaking/Listening	Language
- Come to classroom discussions prepared, then engaging fully and thoughtfully with others (e.g., contributing accurate, relevant information; elaborating on the remarks of others; synthesizing ideas). - Report on a topic or present an opinion with his or her own words, a logical sequence of ideas, sufficient facts and details, and formal English when appropriate.	- Expand, combine, and reduce sentences to improve meaning, interest, and style of writing. - Build knowledge of academic words with an emphasis on those that signal a contrast in ideas or logical relationships, such as on the other hand, similarly, and therefore. - Produce writing on the computer.

Grades 4-5 Specifications

In grades 4-5, students should be exposed to texts that fall in the 740-1010 Lexile range in order to meet college- and career-readiness expectations. By the end of the programmatic level (grade 5) and over the course of the entire instructional day, the distribution of text types should include 50% literary and 50% informational, and writing types should be 30% argumentative, 35% informative, and 35% narrative.

Numbering of Standards

The following English language arts standards will be numbered continuously. The ranges in the chart below relate to the clusters found within the English language arts domains:

Early Learning Foundations	
Fluency	Foundation I
Phonics and Word Recognition	Foundation II

Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-17
Range of Reading and Text Complexity	Standards 18-19
Writing	
Text Types and Purposes	Standards 20-22
Production and Distribution of Writing	Standards 23-25
Research to Build and Present Knowledge	Standards 26-28
Range of Writing	Standard 29
Speaking & Listening	
Comprehension and Collaboration	Standards 30-32
Presentation of Knowledge and Ideas	Standards 33-35
Language	
Conventions of Standard English	Standards 36-37
Knowledge of Language	Standard 38
Vocabulary Acquisition and Use	Standards 39-41

Early Learning Foundations

Cluster	Fluency
ELA.5.I	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.

Cluster	Phonics and Word Recognition
ELA.5.II	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.

Reading

Cluster	Key Ideas and Details
ELA.5.1	Quote accurately from a literary text when explaining what the text says explicitly and when drawing inferences from the text.
ELA.5.2	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.5.3	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.5.4	Quote accurately from an informational text when explaining what the text says explicitly and when drawing inferences from the text.
ELA.5.5	Determine two or more main ideas of an informational text and explain how they are supported by key details; summarize the text.
ELA.5.6	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
ELA.5.7	Determine the meaning of words and phrases as they are used in a literary text, including figurative language such as metaphors and similes.
ELA.5.8	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.5.9	Describe how a narrator's or speaker's point of view influences how events are described in a literary text.
ELA.5.10	Determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a <i>grade 5 topic or subject area</i> .
ELA.5.11	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more informational texts.
ELA.5.12	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent in informational texts.

Cluster	Integration of Knowledge and Ideas
ELA.5.13	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, and/or poem).
ELA.5.14	Compare and contrast stories in literary texts of the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
ELA.5.15	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.5.16	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.5.17	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 Text Complexity
ELA.5.18	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 range independently and proficiently.
ELA.5.19	By the end of the year, read and comprehend informational texts, including social studies, science, and technical texts, at the high end of the grades 4–5 text complexity range independently and proficiently.

Writing

Cluster	Text Types and Purposes
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ELA.5.20	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., <i>consequently</i> and <i>specifically</i>). • Provide a concluding statement or section related to the opinion presented.
ELA.5.21	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 to aid 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., <i>in contrast</i> and <i>especially</i>). • 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.5.22	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 transition 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
ELA.5.23	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 Text Types and Purposes.)
ELA.5.24	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards up to and including grade 5.)
ELA.5.25	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 accurately.

Cluster	Research to Build and Present Knowledge
ELA.5.26	Conduct short research projects that use several sources to build knowledge through

	investigation of different aspects of a topic.
ELA.5.27	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.5.28	Draw evidence from literary or informational texts to support analysis, reflection, and research. • Apply <i>grade 5 Reading standards</i> 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 <i>grade 5 Reading standards</i> 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
ELA.5.29	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.

Speaking & Listening

Cluster	Comprehension and Collaboration
ELA.5.30	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing ideas 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.5.31	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELA.5.32	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Cluster	Presentation of Knowledge and Ideas
ELA.5.33	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.5.34	Include multimedia components (e.g., graphics and/or sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
ELA.5.35	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards for specific expectations.)

Language

Cluster	Conventions of Standard English
ELA.5.36	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>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) 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., <i>either/or</i> and <i>neither/nor</i>).
ELA.5.37	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 <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you.</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). • Use underlining, quotation marks, or italics to indicate titles of works. • Spell grade-appropriate words correctly, consulting references as needed.

Cluster	Knowledge of Language
ELA.5.38	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 and/or registers) used in stories, dramas, or poems.

Cluster	Vocabulary Acquisition and Use
ELA.5.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, 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., <i>photograph</i> and <i>photosynthesis</i>). • Consult reference materials (e.g., dictionaries, glossaries, and/or thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
ELA.5.40	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, and homographs) to better understand each of the words.

ELA.5.41	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, and in addition</i>).
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English Language Arts – Grade 6

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Students in sixth grade will continue enhancing skills through a developmentally-appropriate progression of standards. Following the skill progressions from fifth grade, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in sixth grade:

Reading	Writing
- Gain knowledge from materials that make extensive use of elaborate diagrams and data to convey information and illustrate concepts. - Evaluate the argument and specific claims in written materials or a speech, and distinguish claims that are supported by reasons and evidence from claims that are not.	- Write brief reports and arguments that examine a topic, have a clear focus, and include relevant facts, details, and quotations. - Conduct short research projects to answer a question; draw on several sources and sharpen the focus based on the research findings. - Write narratives with logical sequences of events.
Speaking/Listening	Language
- Present claims and findings to others orally; sequence ideas logically and accentuate main ideas or themes. - Review and paraphrase key ideas and multiple perspectives of a speaker.	Determine the correct meaning of a word based on the context in which it is used (e.g., the rest of the sentence or paragraph; a word's position or function in a sentence).

Grades 6-8 Specifications

In grades 6-8, students should be exposed to texts that fall in the 926-1185 Lexile range in order to meet college- and career-readiness expectations. By the end of the programmatic level (grade 8) and over the course of the entire instructional day, the distribution of text types should shift to 45% literary and 55% informational, and writing types should shift to 35% argumentative, 35% informative, and 30% narrative.

Numbering of Standards

The following English language arts standards will be numbered continuously. The ranges in the chart below relate to the clusters found within the English language arts domains:

Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-17
Range of Reading and Text Complexity	Standards 18-19
Writing	
Text Types and Purposes	Standards 20-22

Production and Distribution of Writing	Standards 23-25
Research to Build and Present Knowledge	Standards 26-28
Range of Writing	Standard 29
Speaking & Listening	
Comprehension and Collaboration	Standards 30-32
Presentation of Knowledge and Ideas	Standards 33-35
Language	
Conventions of Standard English	Standards 36-37
Knowledge of Language	Standard 38
Vocabulary Acquisition and Use	Standards 39-41

Reading

Cluster	Key Ideas and Details
ELA.6.1	Cite textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text.
ELA.6.2	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.6.3	Describe how a particular story's or drama's plot unfolds in a series of events and how the characters respond or change as the plot moves toward a resolution.
ELA.6.4	Cite textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text.
ELA.6.5	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.6.6	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in an informational text (e.g., through examples or anecdotes).

Cluster	Craft and Structure
ELA.6.7	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.6.8	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.6.9	Explain how an author develops the point of view of the narrator or speaker in a literary text.
ELA.6.10	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings.
ELA.6.11	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.6.12	Determine an author's point of view or purpose in an informational text and explain how it is communicated in the text.

Cluster	Integration of Knowledge and Ideas
ELA.6.13	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 is “seen” and “heard” when reading the text to what is perceived when listening or watching.
ELA.6.14	Compare and contrast literary texts in different forms or genres (e.g., stories, poems, historical novels, and fantasy stories) in terms of their approaches to similar themes and topics.
ELA.6.15	Integrate information presented in different media or formats (e.g., visually and/or quantitatively) and in words to develop a coherent understanding of a topic or issue.
ELA.6.16	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.6.17	Compare and contrast two authors’ presentations of events (e.g., a memoir written by and a biography on the same person) in informational text.

Cluster	Range of Reading and Text Complexity
ELA.6.18	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 6–8 text complexity range proficiently, with scaffolding as needed at the high end of the range.
ELA.6.19	By the end of the year, read and comprehend nonfiction and other informational texts in the grades 6–8 text complexity range proficiently, with scaffolding as needed at the high end of the range.

Writing

Cluster	Text Types and Purposes
ELA.6.20	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.6.21	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 or tables), and multimedia when useful to aid 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.6.22	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
ELA.6.23	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.6.24	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards up to and including grade 6.)
ELA.6.25	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 efficiently and accurately.

Cluster	Research to Build and Present Knowledge
ELA.6.26	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
ELA.6.27	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.6.28	Draw evidence from literary or informational texts to support analysis, reflection, and research. - Apply <i>grade 6 Reading standards</i> to literature (e.g., “compare and contrast texts in different forms or genres [e.g., stories, poems, historical novels, and fantasy stories] in terms of their approaches to similar themes and topics”). - Apply <i>grade 6 Reading standards</i> to nonfiction and other informational texts (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
ELA.6.29	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.

Speaking & Listening

Cluster	Comprehension and Collaboration
ELA.6.30	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing ideas 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 shared 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.6.31	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and/or orally) and explain how it contributes to a topic, text, or issue under study.
ELA.6.32	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
ELA.6.33	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.6.34	Include multimedia components (e.g., graphics, images, music, and/or sound) and visual displays in presentations to clarify information.
ELA.6.35	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards for specific expectations.)

Language

Cluster	Conventions of Standard English
ELA.6.36	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, or possessive). • Use intensive pronouns (e.g., <i>myself</i> or <i>ourselves</i>). • 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 one's own and others' writing and speaking; identify and use strategies to improve expression in conventional language.
ELA.6.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. • Use punctuation (commas, parentheses, or dashes) to set off

	nonrestrictive/parenthetical elements. • Spell correctly.
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Cluster	Knowledge of Language
ELA.6.38	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
ELA.6.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , 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., <i>audience</i>, <i>auditory</i>, and <i>audible</i>). • Consult reference materials (e.g., dictionaries, glossaries, and/or 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 initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.6.40	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, or item/category) to better understand each of the words. • Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>frugal</i>, and <i>thrifty</i>).
ELA.6.41	Acquire and accurately use 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

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Students in seventh grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from sixth grade, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in seventh grade:

Reading	Writing
Cite several sources of specific evidence from a piece when offering an oral or written analysis of a book, essay, article, or play.	- Organize and focus writing; include supporting statements and conclusions with evidence and show that evidence is accurate and reliable. - Conduct research in response to a specific question by drawing on evidence from several credible literary or informational sources to support an analysis or reflection. - Avoid plagiarism and follow a standard format for citations (e.g., footnotes or bibliography).
Speaking/Listening	Language
- Evaluate a speaker's key points and reasoning; ask questions and state well-supported ideas in discussion. - Present claims and findings to others; emphasize main points; make eye contact; speak loudly; pronounce words clearly and use formal English when the situation calls for it.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to define the meaning of a word (e.g., <i>semi-</i>, <i>semiannual</i>, and <i>semicircle</i>).

Grades 6-8 Specifications

In grades 6-8, students should be exposed to texts that fall in the 926-1185 Lexile range in order to meet college- and career-readiness expectations. By the end of the programmatic level (grade 8) and over the course of the entire instructional day, the distribution of text types should shift to 45% literary and 55% informational, and writing types should shift to 35% argumentative, 35% informative, and 30% narrative.

Numbering of Standards

The following English language arts standards will be numbered continuously. The ranges in the chart below relate to the clusters found within the English language arts domains:

Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12

Integration of Knowledge and Ideas	Standards 13-17
Range of Reading and Text Complexity	Standards 18-19
Writing	
Text Types and Purposes	Standards 20-22
Production and Distribution of Writing	Standards 23-25
Research to Build and Present Knowledge	Standards 26-28
Range of Writing	Standard 29
Speaking & Listening	
Comprehension and Collaboration	Standards 30-32
Presentation of Knowledge and Ideas	Standards 33-35
Language	
Conventions of Standard English	Standards 36-37
Knowledge of Language	Standard 38
Vocabulary Acquisition and Use	Standards 39-41

Reading

Cluster	Key Ideas and Details
ELA.7.1	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.7.2	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.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
ELA.7.4	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.7.5	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.7.6	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
ELA.7.7	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.7.8	Analyze how a drama's or poem's form or structure (e.g., soliloquy or sonnet) contributes to its meaning.
ELA.7.9	Analyze how an author develops and contrasts the points of view of different characters or narrators in a literary text.
ELA.7.10	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.7.11	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.7.12	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
ELA.7.13	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.7.14	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.7.15	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 power of the words).
ELA.7.16	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.7.17	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 Text Complexity
ELA.7.18	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 6–8 text complexity range proficiently, with scaffolding as needed at the high end of the range.
ELA.7.19	By the end of the year, read and comprehend nonfiction and other informational texts in the grades 6–8 text complexity range proficiently, with scaffolding as needed at the high end of the range.

Writing

Cluster	Text Types and Purposes
ELA.7.20	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.7.21	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 or tables) and multimedia when useful to aid 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.7.22	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
ELA.7.23	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.7.24	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards up to and including grade 7.)
ELA.7.25	Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

Cluster	Research to Build and Present Knowledge
ELA.7.26	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
ELA.7.27	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 (e.g., MLA or APA).
ELA.7.28	Draw evidence from literary or informational texts to support analysis, reflection, and research. • Apply grade 7 Reading standards to literature (e.g., “compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as

	a means of understanding how authors of fiction use or alter history”). • Apply grade 7 Reading standards to nonfiction and other informational texts (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”).
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Cluster	Range of Writing
ELA.7.29	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.

Speaking & Listening

Cluster	Comprehension and Collaboration
ELA.7.30	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing ideas 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 former views.
ELA.7.31	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and/or orally) and explain how the ideas clarify a topic, text, or issue under study.
ELA.7.32	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
ELA.7.33	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.7.34	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
ELA.7.35	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards for specific expectations.)

Language

Cluster	Conventions of Standard English
ELA.7.36	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.7.37	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.). • Spell correctly.

Cluster	Knowledge of Language
ELA.7.38	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
ELA.7.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies. • Use context (e.g., the overall meaning of a sentence or paragraph or 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, or rebel). • Consult general and specialized reference materials (e.g., dictionaries, glossaries, and/or 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 initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.7.40	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., literary or mythological allusions) in context. • Use the relationship between particular words (e.g., synonym/antonym or 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, or condescending).
ELA.7.41	Acquire and accurately use 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

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Students in eighth grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from seventh grade, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in eighth grade:

Reading	Writing
• Cite the evidence that most strongly supports an analysis of what is explicitly stated and/or implied from a book, article, poem, or play. • Analyze where materials on the same topic disagree on matters of fact, interpretation, or point of view.	• Build writing around strong central ideas or points of view; support the ideas with sound reasoning and evidence, precise word choices, smooth transitions, and different sentence structures. • Plan and conduct research projects that include several steps and use many credible and documented print and digital sources.
Speaking/Listening	Language
• Analyze the purpose of information presented in diverse media (e.g., print, TV, or web) and evaluate its social, political, and/or commercial motives. • Present findings and claims to others; emphasize key points with relevant evidence and sound reasoning; adapt speech to the audience and the formality of the setting; respond to questions and comments with relevant observations and ideas.	• Use strong, active verbs to create a clear picture for the reader (e.g., <i>walk, skip, meander, lurch, or limp</i>). • Interpret figures of speech (e.g., irony or puns) and develop a large vocabulary of general academic words and phrases.

Grades 6-8 Specifications

In grades 6-8, students should be exposed to texts that fall in the 926-1185 Lexile range in order to meet college- and career-readiness expectations. By the end of the programmatic level (grade 8) and over the course of the entire instructional day, the distribution of text types should shift to 45% literary and 55% informational, and writing types should shift to 35% argumentative, 35% informative, and 30% narrative.

Numbering of Standards

The following English language arts standards will be numbered continuously. The ranges in the chart below relate to the clusters found within the English language arts domains:

Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12

Integration of Knowledge and Ideas	Standards 13-17
Range of Reading and Text Complexity	Standards 18-19
Writing	
Text Types and Purposes	Standards 20-22
Production and Distribution of Writing	Standards 23-25
Research to Build and Present Knowledge	Standards 26-28
Range of Writing	Standard 29
Speaking & Listening	
Comprehension and Collaboration	Standards 30-32
Presentation of Knowledge and Ideas	Standards 33-35
Language	
Conventions of Standard English	Standards 36-37
Knowledge of Language	Standard 38
Vocabulary Acquisition and Use	Standards 39-41

Reading

Cluster	Key Ideas and Details
ELA.8.1	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.8.2	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.8.3	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.8.4	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.8.5	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.8.6	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
ELA.8.7	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.8.8	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.8.9	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.8.10	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.8.11	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.8.12	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
ELA.8.13	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.8.14	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is transformed in the modern work (e.g., how a modern interpretation of a Shakespearean text draws from the original text).
ELA.8.15	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, and/or multimedia) to present a particular topic or idea.
ELA.8.16	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.8.17	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 Text Complexity
ELA.8.18	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of grades 6–8 text complexity range independently and proficiently.
ELA.8.19	By the end of the year, read and comprehend nonfiction and other informational texts at the high end of the grades 6–8 text complexity range independently and proficiently.

Writing

Cluster	Text Types and Purposes
ELA.8.20	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.8.21	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 or tables), and multimedia when useful to aid 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.8.22	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
ELA.8.23	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.8.24	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 standards up to and including grade 8.)
ELA.8.25	Use technology, including the Internet, to produce and publish writing, present the relationships between information and ideas efficiently, and interact and collaborate with others.

Cluster	Research to Build and Present Knowledge
ELA.8.26	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.8.27	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 (e.g., MLA or APA).
ELA.8.28	Draw evidence from literary or informational texts to support analysis, reflection, and research.

	• Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is transformed in the modern work (e.g., how a modern interpretation of a Shakespearean text draws from the original text”). • Apply grade 8 Reading standards to 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”).
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Cluster	Range of Writing
ELA.8.29	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.

Speaking & Listening

Cluster	Comprehension and Collaboration
ELA.8.30	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing ideas 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 views in light of the evidence presented.
ELA.8.31	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, and/or orally) and evaluate the motives (e.g., social, commercial, or political) behind its presentation.
ELA.8.32	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.

Cluster	Presentation of Knowledge and Ideas
ELA.8.33	Present claims and findings, emphasizing significant 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.8.34	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
ELA.8.35	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards for specific expectations.)

Language

Cluster	Conventions of Standard English
ELA.8.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Explain the function of verbals (gerunds, participles, and infinitives) in general and their function in particular sentences.
ELA.8.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. - Use punctuation (comma, ellipsis, or dash) to indicate a pause or break. - Use an ellipsis to indicate an omission. - Spell correctly.

Cluster	Knowledge of Language
ELA.8.38	Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Use verbs in the active and passive voice (e.g., emphasizing the actor or the action). - Use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact). - Recognize and correct inappropriate shifts in verb voice and mood.

Cluster	Vocabulary Acquisition and Use
ELA.8.39	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. - Use context (e.g., the overall meaning of a sentence or paragraph or 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, or secede). - Consult general and specialized reference materials (e.g., dictionaries, glossaries, and/or 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 initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.8.40	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Interpret figures of speech (e.g. verbal irony, and/or 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., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, or <i>resolute</i>).
ELA.8.41	Acquire and accurately use 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

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Students in ninth grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from eighth grade, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in ninth grade:

Reading	Writing
• Understand the relationship between historical writings and literature that draws upon them. • Read and analyze literature reflecting the cultural experience and point of view of authors from outside the United States. • Assess claims and arguments; make judgments about whether evidence is trustworthy and reasoning is logical.	• Complete in-depth research projects with material from multiple sources. • Use complex ideas, strong evidence and cohesive structure to express a point of view in argumentative writing. • Expand writing of observational, situational or conflict-centered stories or essays.
Speaking/Listening	Language
• Use observations, facts and arguments from different perspectives to understand multiple sides of an issue; respond thoughtfully. • Connect a discussion to larger themes or ideas; clarify and challenge conclusions. • Enhance findings and evidence using digital media.	• Demonstrate an understanding of figures of speech and analyze their role in a text. • Build a comprehensive vocabulary; learn new words and phrases using context and related words. • Learn and use new techniques to make writing compelling, such as parallel structure and a variety of clauses/phrases.

Grades 9-10 Specifications

In grades 9-10, students should be exposed to texts that fall in the 1050-1185 Lexile range in order to meet college- and career-readiness expectations. By the end of the programmatic level (grade 12) and over the course of the entire instructional day, the distribution of text types should shift to 30% literary and 70% informational, and writing types should shift to 40% argumentative, 40% informative, and 20% narrative.

Numbering of Standards

The following English language arts standards will be numbered continuously. The ranges in the chart below relate to the clusters found within the English language arts domains:

Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-17

Range of Reading and Text Complexity	Standards 18-19
Writing	
Text Types and Purposes	Standards 20-22
Production and Distribution of Writing	Standards 23-25
Research to Build and Present Knowledge	Standards 26-28
Range of Writing	Standard 29
Speaking & Listening	
Comprehension and Collaboration	Standards 30-32
Presentation of Knowledge and Ideas	Standards 33-35
Language	
Conventions of Standard English	Standards 36-37
Knowledge of Language	Standard 38
Vocabulary Acquisition and Use	Standards 39-41

Reading

Cluster	Key Ideas and Details
ELA.9.1	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.9.2	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.9.3	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.9.4	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.9.5	Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.
ELA.9.6	Analyze how the author unfolds an analysis or series of ideas or events in an informational text, 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
ELA.9.7	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 or how it sets a formal or informal tone).
ELA.9.8	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 or flashbacks) create such effects as mystery, tension, or surprise.
ELA.9.9	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.9.10	Determine the meaning of words and phrases as they are used in an 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.9.11	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.9.12	Determine an author's point of view or purpose in an informational text and analyze how the author uses rhetoric to advance that point of view or purpose.

Cluster	Integration of Knowledge and Ideas
ELA.9.13	Analyze the representation, in a literary text, of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).
ELA.9.14	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 how a later author draws on a play by Shakespeare).
ELA.9.15	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.9.16	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.9.17	Analyze influential U.S. documents of historical and literary significance (e.g., Washington's Farewell Address or The Gettysburg Address), including how they address related themes and concepts.

Cluster	Range of Reading and Text Complexity
ELA.9.18	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grade 9-10 text complexity range proficiently, with scaffolding as needed at the high end of the range.
ELA.9.19	By the end of the year, read and comprehend nonfiction and other informational texts in the grades 9-10 text complexity range proficiently, with scaffolding as needed at the high end of the range.

Writing

Cluster	Text Types and Purposes
ELA.9.20	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. • Provide a concluding statement or section that follows from and supports the argument presented.
ELA.9.21	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 and/or tables), and multimedia when useful to aid 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. • 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.9.22	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, effective 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
ELA.9.23	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.9.24	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 standards up to and including grade 9.)
ELA.9.25	Use technology, including the Internet, to produce, publish, and update individual or

	shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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Cluster	Research to Build and Present Knowledge
ELA.9.26	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.9.27	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 (e.g., MLA or APA).
ELA.9.28	Draw evidence from literary or informational texts to support analysis, reflection, and research. • Apply grades 9 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare]"). • Apply grade 9 Reading standards to nonfiction and other informational texts (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
ELA.9.29	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.

Speaking & Listening

Cluster	Comprehension and Collaboration
ELA.9.30	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 9 topics, texts, and issues</i> , building on others' ideas and expressing ideas 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, or presentation of alternate views); set clear goals, 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 views and understanding and make new connections in light of the evidence and reasoning presented.
ELA.9.31	Integrate multiple sources of information presented in diverse media or formats (e.g.,

	visually, quantitatively, and/or orally), evaluating the credibility and accuracy of each source.
ELA.9.32	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
ELA.9.33	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.9.34	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.9.35	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 9 Language standards for specific expectations.)

Language

Cluster	Conventions of Standard English
ELA.9.36	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, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
ELA.9.37	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
ELA.9.38	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 or APA Handbook) appropriate for the discipline and writing type.

Cluster	Vocabulary Acquisition and Use
ELA.9.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 9 reading and content</i> , choosing flexibly from a range of strategies. • Use context (e.g., the overall meaning of a sentence, paragraph or text or 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, or advocacy). • Consult general and specialized reference materials (e.g., dictionaries, glossaries,

	and/or 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 initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.9.40	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., euphemism or oxymoron) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.
ELA.9.41	Acquire and accurately use 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

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Students in tenth grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from ninth grade, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in tenth grade:

Reading	Writing
• Understand the relationship between historical writings and literature that draws upon them. • Read and analyze literature reflecting the cultural experience and point of view of authors from outside the United States. • Assess claims and arguments; make judgments about whether evidence is trustworthy and reasoning is logical.	• Complete in-depth research projects with material from multiple sources. • Use complex ideas, strong evidence, and cohesive structure to express a point of view in argumentative writing. • Expand writing of observational, situational, or conflict-centered stories or essays.
Speaking/Listening	Language
• Use observations, facts, and arguments from different perspectives to understand multiple sides of an issue; respond thoughtfully. • Connect a discussion to larger themes or ideas; clarify and challenge conclusions. • Enhance findings and evidence using digital media.	• Demonstrate an understanding of figures of speech and analyze their role in a text. • Build a comprehensive vocabulary; learn new words and phrases using context and related words. • Learn and use new techniques to make writing compelling, such as parallel structure and a variety of clauses/phrases.

Grades 9-10 Specifications

In grades 9-10, students should be exposed to texts that fall in the 1050-1185 Lexile range in order to meet college- and career-readiness expectations. By the end of the programmatic level (grade 12) and over the course of the entire instructional day, the distribution of text types should shift to 30% literary and 70% informational, and writing types should shift to 40% argumentative, 40% informative, and 20% narrative.

Numbering of Standards

The following English language arts standards will be numbered continuously. The ranges in the chart below relate to the clusters found within the English language arts domains:

Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-17

Range of Reading and Text Complexity	Standards 18-19
Writing	
Text Types and Purposes	Standards 20-22
Production and Distribution of Writing	Standards 23-25
Research to Build and Present Knowledge	Standards 26-28
Range of Writing	Standard 29
Speaking & Listening	
Comprehension and Collaboration	Standards 30-32
Presentation of Knowledge and Ideas	Standards 33-35
Language	
Conventions of Standard English	Standards 36-37
Knowledge of Language	Standard 38
Vocabulary Acquisition and Use	Standards 39-41

Reading

Cluster	Key Ideas and Details
ELA.10.1	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.10.2	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.10.3	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 affect the plot or develop the theme.
ELA.10.4	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.10.5	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.10.6	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 how they interact.

Cluster	Craft and Structure
ELA.10.7	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 or how it sets a formal or informal tone).
ELA.10.8	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 or flashbacks) contribute to its overall structure and create such effects as mystery, tension, or surprise.

ELA.10.9	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.10.10	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.10.11	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.10.12	Determine an author's point of view or purpose in an informational text and evaluate how the author uses rhetoric to advance that point of view or purpose.

Cluster	Integration of Knowledge and Ideas
ELA.10.13	Analyze the representation, in 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 <i>Landscape with the Fall of Icarus</i>).
ELA.10.14	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 how a later author draws on a play by Shakespeare).
ELA.10.15	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.10.16	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.10.17	Analyze and defend influential U.S. documents of historical and literary significance (e.g. Roosevelt's Four Freedoms speech or King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Cluster	Range of Reading and Text Complexity
ELA.10.18	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 range.
ELA.10.19	By the end of the year, read and comprehend nonfiction and other informational texts, independently and proficiently, at the high end of the grade 9-10 text complexity range.

Writing

Cluster	Text Types and Purposes
ELA.10.20	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. • Provide a concluding statement or section that follows from and supports the argument presented.
ELA.10.21	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 and/or tables), and multimedia when useful to aid 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. • 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.10.22	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 and build upon a particular outcome. • Use precise words and phrases, effective 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
ELA.10.23	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.10.24	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 standards up to and including grade 10.)
ELA.10.25	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
ELA.10.26	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.10.27	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 and 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 (e.g., MLA or APA).
ELA.10.28	Draw evidence from literary or informational texts to support analysis, reflection, and research. • Apply grade 10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare]"). • Apply grade 10 Reading standards to nonfiction and other informational texts (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
ELA.10.29	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.

Speaking & Listening

Cluster	Comprehension and Collaboration
ELA.10.30	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 10 topics, texts, and issues</i> , building on others' ideas and expressing ideas 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); establish clear goals, 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 views and understanding and make new connections in light of the evidence and reasoning presented.
ELA.10.31	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, and/or orally), evaluating the credibility and accuracy of each source in order to make decisions and solve problems.
ELA.10.32	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
ELA.10.33	Present information, findings, and supporting evidence, conveying a 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.10.34	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.10.35	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 10 Language standards for specific expectations.)

Language

Cluster	Conventions of Standard English
ELA.10.36	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, or absolute) and clauses (independent and dependent; noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations.
ELA.10.37	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
ELA.10.38	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 or APA Handbook) appropriate for the discipline and writing type.

Cluster	Vocabulary Acquisition and Use
ELA.10.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 10 reading and content</i>, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph or text or 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, or advocacy). • Consult general and specialized reference materials (e.g., dictionaries, glossaries, and/or 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 initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.10.40	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., euphemism or oxymoron) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.
ELA.10.41	Acquire and accurately use 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

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Students in eleventh grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from tenth grade, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in eleventh grade:

Reading	Writing
- Evaluate how word choices and phrasing convey meaning and add complexity to works of historical and modern authors. - Read increasingly challenging texts; examine themes and use evidence to support summaries and analyses literary and informational texts.	- Write argumentative pieces that include fairly used arguments and counterarguments; use accurate information from trustworthy sources. - When writing a narrative, establish characters' points of view, depict a central conflict, and provide descriptive details, dialogue, and settings.
Speaking/Listening	Language
- Evaluate others' points of view during class discussions; give thoughtful feedback on the effectiveness of arguments, veracity of evidence, and overall strength of viewpoint; accept feedback graciously. - Give class presentations that contain an original perspective on a subject, use evidence to support arguments, and address opposing points of view.	- Understand and use complex phrases and figures of speech including hyperbole; use a range of techniques to determine an unfamiliar word's meaning. - Use proper spelling, capitalization, and punctuation in written arguments; demonstrate knowledge of Standard English conventions when speaking and writing.

Grades 11-12 Specifications

In grades 11-12, students should be exposed to texts that fall in the 1185-1385 Lexile range in order to meet college- and career-readiness expectations. By the end of the programmatic level (grade 12) and over the course of the entire instructional day, the distribution of text types should shift to 30% literary and 70% informational, and writing types should shift to 40% argumentative, 40% informative, and 20% narrative.

Numbering of Standards

The following English language arts standards will be numbered continuously. The ranges in the chart below relate to the clusters found within the English language arts domains:

Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-17

Range of Reading and Text Complexity	Standards 18-19
Writing	
Text Types and Purposes	Standards 20-22
Production and Distribution of Writing	Standards 23-25
Research to Build and Present Knowledge	Standards 26-28
Range of Writing	Standard 29
Speaking & Listening	
Comprehension and Collaboration	Standards 30-32
Presentation of Knowledge and Ideas	Standards 33-35
Language	
Conventions of Standard English	Standards 36-37
Knowledge of Language	Standard 38
Vocabulary Acquisition and Use	Standards 39-41

Reading

Cluster	Key Ideas and Details
ELA.11.1	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.11.2	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.11.3	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, and/or how the characters are introduced and developed).
ELA.11.4	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.11.5	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.11.6	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
ELA.11.7	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.11.8	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, or the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as

	its aesthetic impact.
ELA.11.9	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.11.10	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 <i>Federalist No. 10</i>).
ELA.11.11	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.11.12	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
ELA.11.13	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.11.14	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.11.15	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually and/or quantitatively) as well as in words in order to address a question or solve a problem.
ELA.11.16	Delineate and evaluate the reasoning in influential U.S. informational texts, including the application of constitutional principles (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist Papers</i> or presidential addresses).
ELA.11.17	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. informational documents of historical and literary significance (e.g., <i>The Declaration of Independence</i> and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

Cluster	Range of Reading and Text Complexity
ELA.11.18	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 11–12 text complexity range proficiently, with scaffolding as needed at the high end of the range.
ELA.11.19	By the end of the year, read and comprehend nonfiction and other informational texts in the grades 11-12 text complexity range proficiently, with scaffolding as needed at the high end of the range.

Writing

Cluster	Text Types and Purposes
ELA.11.20	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. • Provide a concluding statement or section that follows from and supports the argument presented.
ELA.11.21	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 and/or tables), and multimedia when useful to aid 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. • 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.11.22	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, effective 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.
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Cluster	Production and Distribution of Writing
ELA.11.23	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.11.24	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 standards up to and including grade 11).
ELA.11.25	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
ELA.11.26	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.11.27	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 (e.g., MLA or APA).
ELA.11.28	Draw evidence from literary or informational texts to support analysis, reflection, and research. • Apply grade 11 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 grade 11 Reading standards to nonfiction and other informational texts (e.g., “Delineate and evaluate the reasoning in influential 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., <i>The Federalist Papers</i> or presidential addresses]”).

Cluster	Range of Writing
ELA.11.29	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.

Speaking & Listening

Cluster	Comprehension and Collaboration
ELA.11.30	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 11 topics, texts, and issues</i> ,

	building on others' ideas and expressing ideas 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; establish clear goals, deadlines, and 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.11.31	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, and/or 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.11.32	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
ELA.11.33	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.11.34	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.11.35	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 11 Language standards for specific expectations.)

Language

Cluster	Conventions of Standard English
ELA.11.36	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., <i>Merriam-Webster's Dictionary of English Usage</i> or <i>Garner's Modern American Usage</i>) as needed.
ELA.11.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

	• Observe hyphenation conventions. • Spell correctly.
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Cluster	Knowledge of Language
ELA.11.38	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 by consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Cluster	Vocabulary Acquisition and Use
ELA.11.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 11 reading and content</i>, 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, or conceivable). • Consult general and specialized reference materials (e.g., dictionaries, glossaries, and/or 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 initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.11.40	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., hyperbole or paradox) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.
ELA.11.41	Acquire and accurately use 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

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Students in twelfth grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from eleventh grade, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in twelfth grade:

Reading	Writing
- Evaluate how word choices and phrasing convey meaning and add complexity to works of historical and modern authors. - Read increasingly challenging texts, examine themes, and use evidence to support summaries and analyses literary and informational texts.	- Write argumentative pieces that include fairly used arguments and counterarguments; use accurate information from trustworthy sources. - When writing a narrative, establish characters' points of view, depict a central conflict, and provide descriptive details, dialogue, and settings.
Speaking/Listening	Language
- Evaluate others' points of view during class discussions; give thoughtful feedback on the effectiveness of arguments, veracity of evidence, and overall strength of viewpoint; accept feedback graciously. - Give class presentations that contain an original perspective on a subject, use evidence to support arguments, and address opposing points of view.	- Understand and use complex phrases and figures of speech including hyperbole; use a range of techniques to determine an unfamiliar word's meaning. - Use proper spelling, capitalization, and punctuation in written arguments; demonstrate knowledge of Standard English conventions when speaking and writing.

Grades 11-12 Specifications

In grades 11-12, students should be exposed to texts that fall in the 1185-1385 Lexile range in order to meet college- and career-readiness expectations. By the end of the programmatic level (grade 12) and over the course of the entire instructional day, the distribution of text types should shift to 30% literary and 70% informational, and writing types should shift to 40% argumentative, 40% informative, and 20% narrative.

Numbering of Standards

The following English language arts standards will be numbered continuously. The ranges in the chart below relate to the clusters found within the English language arts domains:

Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-17

Range of Reading and Text Complexity	Standards 18-19
Writing	
Text Types and Purposes	Standards 20-22
Production and Distribution of Writing	Standards 23-25
Research to Build and Present Knowledge	Standards 26-28
Range of Writing	Standard 29
Speaking & Listening	
Comprehension and Collaboration	Standards 30-32
Presentation of Knowledge and Ideas	Standards 33-35
Language	
Conventions of Standard English	Standards 36-37
Knowledge of Language	Standard 38
Vocabulary Acquisition and Use	Standards 39-41

Reading

Cluster	Key Ideas and Details
ELA.12.1	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 and why the literary text leaves matters uncertain.
ELA.12.2	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.12.3	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, and/or how the characters are introduced and developed).
ELA.12.4	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.12.5	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.12.6	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
ELA.12.7	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.12.8	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, or the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
ELA.12.9	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.12.10	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 <i>Federalist No. 10</i>).
ELA.12.11	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.12.12	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
ELA.12.13	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.12.14	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.12.15	Integrate, evaluate, and synthesize multiple sources of information presented in different media or formats (e.g., visually and/or quantitatively) as well as in words in order to address a question or solve a problem.
ELA.12.16	Delineate and evaluate the reasoning in influential U.S. informational texts, including the application of constitutional principles (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist Papers</i> or presidential addresses).
ELA.12.17	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. informational documents of historical and literary significance (e.g., the <i>Preamble to the Constitution</i> and the <i>Bill of Rights</i>) for their themes, purposes, rhetorical features, and current relevancy.

Cluster	Range of Reading and Text Complexity
ELA.12.18	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 11–12 text complexity range.
ELA.12.19	By the end of the year, read and comprehend nonfiction and other informational texts independently and proficiently at the high end of the grades 11–12 text complexity range.

Writing

Cluster	Text Types and Purposes
ELA.12.20	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. • Provide a concluding statement or section that follows from and supports the argument presented.
ELA.12.21	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 and/or tables), and multimedia when useful to aid 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. • 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.12.22	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, effective 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.
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Cluster	Production and Distribution of Writing
ELA.12.23	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.12.24	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 standards up to and including grade 12.)
ELA.12.25	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
ELA.12.26	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.12.27	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 (e.g., MLA or APA).
ELA.12.28	Draw evidence from literary or informational texts to support analysis, reflection, and research. • Apply grade 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 grade 12 Reading standards to nonfiction and other informational texts (e.g., “Delineate and evaluate the reasoning in influential 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., <i>The Federalist Papers</i> or presidential addresses]”).

Cluster	Range of Writing
ELA.12.29	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.

Speaking & Listening

Cluster	Comprehension and Collaboration
ELA.12.30	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 12 topics, texts, and issues</i>, building on others' ideas and expressing ideas 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.12.31	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, and/or 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.12.32	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
ELA.12.33	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; address alternative or opposing perspectives and determine if the organization, development, substance, and style are appropriate to purpose, audience and a range of formal and informal tasks.
ELA.12.34	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.12.35	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 12 Language standards for specific expectations.)

Language

Cluster	Conventions of Standard English
ELA.12.36	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 <i>Dictionary of English Usage</i> or <i>Garner's Modern American Usage</i>) as

	needed.
ELA.12.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. • Observe hyphenation conventions. • Spell correctly.

Cluster	Knowledge of Language
ELA.12.38	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 <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Cluster	Vocabulary Acquisition and Use
ELA.12.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 12 reading and content</i> , 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, or conceivable). • Consult general and specialized reference materials (e.g., dictionaries, glossaries, and/or 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 initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.12.40	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., hyperbole and paradox) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.
ELA.12.41	Acquire and accurately use 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 for Seniors

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. 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 develop the skills necessary for success in credit-bearing postsecondary courses and/or the workplace. This course will solidify students' reading, writing, speaking/listening, and language skills as they interact with texts of varying complexity.

Reading	Writing
- Evaluate how word choices and phrasing convey meaning and add complexity to works of historical and modern authors. - Read increasingly challenging texts; examine themes and use evidence to support summaries and analyses literary and informational texts.	- Write argumentative pieces that include fairly used arguments and counterarguments; use accurate information from trustworthy sources. - When writing a narrative, establish characters' points of view, depict a central conflict, and provide descriptive details, dialogue, and settings.
Speaking/Listening	Language
- Evaluate others' points of view during class discussions; give thoughtful feedback on the effectiveness of arguments, veracity of evidence, and overall strength of viewpoint; accept feedback graciously. - Give class presentations that contain an original perspective on a subject, use evidence to support arguments, and address opposing points of view.	- Understand and use complex phrases and figures of speech including hyperbole; use a range of techniques to determine an unfamiliar word's meaning. - Use proper spelling, capitalization, and punctuation in written arguments; demonstrate knowledge of Standard English conventions when speaking and writing.

Grades 11-12 Specifications

In grades 11-12, students should be exposed to texts that fall in the 1185-1385 Lexile range in order to meet college- and career-readiness expectations. By the end of the programmatic level (grade 12) and over the course of the entire instructional day, the distribution of text types should shift to 30% literary and 70% informational, and writing types should shift to 40% argumentative, 40% informative, and 20% narrative.

Numbering of Standards

The following English language arts standards will be numbered continuously. The ranges in the chart below relate to the clusters found within the English language arts domains:

Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-11
Integration of Knowledge and Ideas	Standard 12

Range of Reading and Text Complexity	Standards 13-14
Writing	
Text Types and Purposes	Standards 15-17
Production and Distribution of Writing	Standards 18-19
Research to Build and Present Knowledge	Standards 20-22
Range of Writing	Standard 23
Speaking & Listening	
Comprehension and Collaboration	Standards 24-26
Presentation of Knowledge and Ideas	Standards 27-29
Language	
Conventions of Standard English	Standard 30
Knowledge of Language	Standard 31
Vocabulary Use and Acquisition	Standards 32-33

Reading

Cluster	Key Ideas and Details
ELA.T.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 literary text leaves matters uncertain.
ELA.T.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 literary text.
ELA.T.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, and how the characters are introduced and developed).
ELA.T.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 informational text leaves matters uncertain.
ELA.T.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 informational text.
ELA.T.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
ELA.T.7	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.T.8	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, and the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
ELA.T.9	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 <i>Federalist No. 10</i>).
ELA.T.10	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.T.11	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
ELA.T.12	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually or quantitatively) as well as in words in order to address a question or solve a problem.

Cluster	Range of Reading and Text Complexity
ELA.T.13	By the end of grade 12, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 11-12 text complexity range independently and proficiently.
ELA.T.14	By the end of grade 12, read and comprehend nonfiction and other informational texts at the high end of the grades 11-12 text complexity range independently and proficiently.

Writing

Cluster	Text Types and Purposes
ELA.T.15	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 pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
ELA.T.16	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 aid 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. • 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.17	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, effective 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
ELA.T.18	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.T.19	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
ELA.T.20	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.21	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.22	Draw evidence from literary or informational texts to support analysis, reflection, and research.

	• Apply Transition English Language Arts for Seniors Reading standards to literature. • Apply Transition English Language Arts for Seniors Reading standards to nonfiction and other informational texts.
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Cluster	Range of Writing
ELA.T.23	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.

Speaking & Listening

Cluster	Comprehension and Collaboration
ELA.T.24	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 12 topics, texts, and issues</i>, building on others' ideas and expressing ideas 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.T.25	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.26	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
ELA.T.27	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; address alternative or opposing perspectives, and determine if the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
ELA.T.28	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.29	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Transition English Language Arts Language

	standards for specific expectations.)
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Language

Cluster	Conventions of Standard English
ELA.T.30	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., <i>Merriam-Webster's Dictionary of English Usage</i> or <i>Garner's Modern American Usage</i>) as needed.

Cluster	Knowledge of Language
ELA.T.31	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 <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Cluster	Vocabulary Acquisition and Use
ELA.T.32	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 12 reading and content</i>, 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 initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.T.33	Acquire and accurately use 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.

FISCAL NOTE FOR PROPOSED RULES

Rule Title: W. Va. 126CSR44AA, Policy 2520.1A, West Virginia College- and Career-Readiness Standards for English Language Arts

Type of Rule: ☒ Legislative ☐ Interpretive ☐ Procedural

Agency: West Virginia Department of Education

Address: Jessica George, Coordinator

1900 Kanawha Boulevard, East, Building 6 Room 603

Charleston, WV 25305

Phone Number: 304-558-5325

Email: jlgeorge@k12.wv.us

Fiscal Note Summary

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, West Virginia College- and Career-Readiness Standards for English Language Arts.

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.

FISCAL YEAR			
Effect of Proposal	Current Increase/Decrease (use "-")	Next Increase/Decrease (use "-")	Fiscal Year (Upon Full Implementation)
1. Estimated Total Cost	0	0	0
Personal Services	0	0	0
Current Expenses	0	0	0
Repairs & Alterations	0	0	0
Assets	0	0	0
Other	0	0	0
2. Estimated Total Revenues	0	0	0

Rule Title: W. Va. 126CSR44AA, Policy 2520.1A, West Virginia College- and Career-Readiness Standards for English Language Arts

Rule Title: W. Va. 126CSR44AA, Policy 2520.1A, West Virginia College- and Career-Readiness Standards for English Language Arts

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, West Virginia College- and Career-Readiness Standards for English Language Arts.

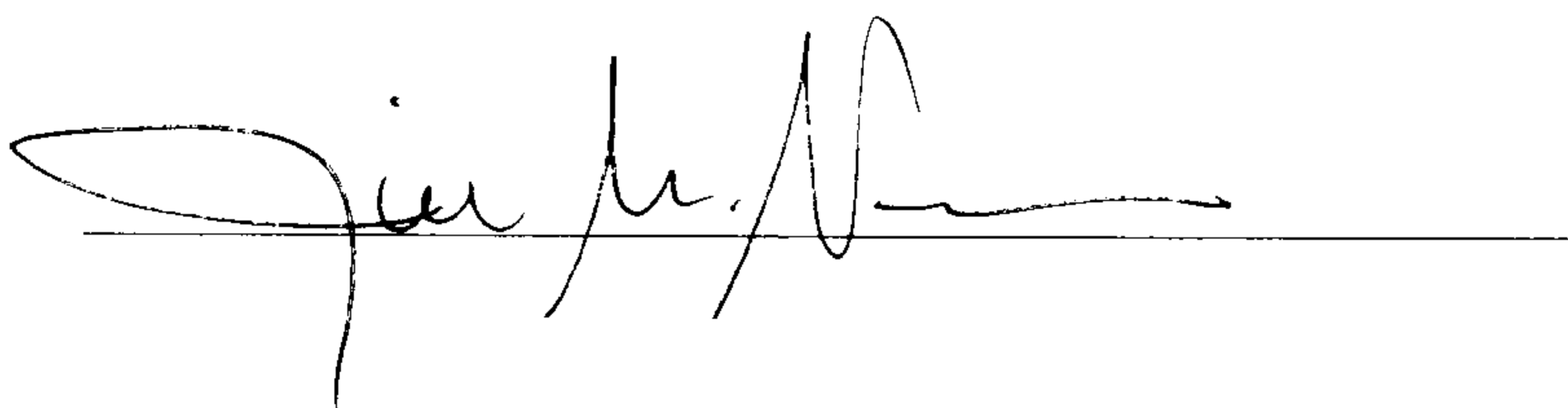
MEMORANDUM

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, West Virginia College- and Career-Readiness Standards for English Language Arts.

Signature of Agency Head or Authorized Representative

Date



11/5/15

126CSR44AA

**POLICY2520.1A: WEST VIRGINIA COLLEGE- AND CAREER-READINESS
STANDARDS FOR ENGLISH LANGUAGE ARTS**

COMMENT PERIOD ENDS: December 14, 2015

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: West Virginia College- and Career-Readiness Standards for English Language Arts. 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 | ☐ School System Staff | ☐ Parent/Family |
| ☐ Principal | ☐ Teacher | ☐ Business/Industry |
| ☐ Professional Support Staff | ☐ Service Personnel | ☐ Community Member |

COMMENTS/SUGGESTIONS

§126-44AA-1. General.

§126-44AA-2. Purpose.

126CSR44AA

§126-44AA-3. Incorporated by Reference.
§126-44AA-4. Summary of the Content Standards.
§126-44AA-5. Severability.
West Virginia College- and Career-Readiness Standards for English Language Arts. Please identify standard prior to comments.

Please direct all comments to:

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Office of Middle/Secondary Learning
West Virginia Department of Education
Capitol Building 6, Room 603
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Address: jlgeorge@k12.wv.us
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