



WEST VIRGINIA SECRETARY OF STATE

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ADMINISTRATIVE LAW DIVISION

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5/13/2020 3:31:34 PM

Office of West Virginia
Secretary Of State

NOTICE OF PUBLIC COMMENT PERIOD

AGENCY: Education TITLE-SERIES: 126-044AA
RULE TYPE: Legislative Exempt Amendment to Existing Rule: Yes Repeal of existing rule: No
RULE NAME: West Virginia College- and Career-Readiness Standards for English Language Arts (Policy 2520.1A)
CITE STATUTORY 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); and, W. Va. Bd. of Educ. V. Bd. of Educ., 239 W. Va. 705, 806 S.E. 2d 136 (2017)

COMMENTS LIMITED TO:

Written

DATE OF PUBLIC HEARING:

LOCATION OF PUBLIC HEARING:

DATE WRITTEN COMMENT PERIOD ENDS: 06/12/2020 4:00 PM

COMMENTS MAY BE MAILED OR EMAILED TO:

NAME: Jan Barth, Assistant State Superintendent
ADDRESS: WVDE Division of Teaching and Learning, Capitol Bldg. 6, Room 215
1900 Kanawha Blvd., E, Charleston, WV 2530
EMAIL: jbarth@k12.wv.us

PLEASE INDICATE IF THIS FILING INCLUDES:

RELEVANT FEDERAL STATUTES OR REGULATIONS: No

(IF YES, PLEASE UPLOAD IN THE SUPPORTING DOCUMENTS FIELD)

INCORPORATED BY REFERENCE: No

(IF YES, PLEASE UPLOAD IN THE SUPPORTING DOCUMENTS FIELD)

PROVIDE A BRIEF SUMMARY OF THE CONTENT OF THE RULE:

Policy 2520.1A sets forth English Language Arts standards for kindergarten through twelfth grade.

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

Revisions to this policy have been made for greater clarity and ease of implementation. The revisions will improve clarity regarding the skills, dispositions, and knowledge students need to master in kindergarten through twelfth grade in order to be college- and career-ready readers, writers, speakers, and listeners. Revisions also provide for greater personalization for increased student success and greater autonomy in the selection of curriculum than the current standards provide.

SUMMARIZE IN A CLEAR AND CONCISE MANNER THE OVERALL ECONOMIC IMPACT OF THE PROPOSED RULE:

A. ECONOMIC IMPACT ON REVENUES OF STATE GOVERNMENT:

No costs or revenue will be impacted by the proposed amendment of W. Va. 126CSR44AA, Policy 2520.1A.

B. ECONOMIC IMPACT ON SPECIAL REVENUE ACCOUNTS:

No costs or revenue will be impacted by the proposed amendment of W. Va. 126CSR44AA, Policy 2520.1A.

C. ECONOMIC IMPACT OF THE RULE ON THE STATE OR ITS RESIDENTS:

No costs or revenue will be impacted by the proposed amendment of W. Va. 126CSR44AA, Policy 2520.1A.

D. FISCAL NOTE DETAIL:

Effect of Proposal	Fiscal Year		
	2020 Increase/Decrease (use "-")	2021 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 and Alterations	0	0	0
Assets	0	0	0
Other	0	0	0
2. Estimated Total Revenues	0		

E. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

No costs or revenue will be impacted by the proposed amendment of W. Va. 126CSR44AA, Policy 2520.1A.

BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENT IS TRUE AND CORRECT.

Yes

William C Burch -- 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.

**Policy 2520.1A, West Virginia College- and Career-Readiness Standards for English Language Arts
Executive Summary**

**West Virginia Department of Education
Division of Teaching and Learning / Office of Middle and Secondary Learning**

Policy Cycle: 30 day Comment Period Adoption of Policy

Policy Process: Revision Repeal and Replace New

Introduction:

This policy is a revision of the existing English Language Arts Standards for kindergarten through twelfth grade. Following the West Virginia Board of Education’s content standards revision cycle, this policy has been updated to reflect advances in literacy research and to provide additional support for the literacy needs of West Virginia students.

Background:

In 2015, the West Virginia Department of Education, West Virginia Board of Education, and West Virginia University partnered to conduct a state-wide review of the West Virginia Next Generation Standards for English language arts and mathematics. This state-wide review process, known as the Academic Spotlight, gathered over 251,000 comments from educators, parents, students, and other stakeholders through an online survey as well as through a series of face-to-face stakeholder meetings across the state. Based on these comments, Policy 2520.1A, the West Virginia College- and Career-Readiness Standards for English Language Arts, was developed and went into effect on July 1, 2016. Based on the West Virginia Board of Education’s content standards revision cycle, the standards reopened for review and revision in July of 2019. Between July 2019 and March 2020, feedback was gathered from educators, students and families, higher education, and other stakeholders through face-to-face meetings and virtual stakeholder meetings to make revisions to the current policy.

Proposed Changes:

Revisions to this policy have been made for greater clarity and ease of implementation.

- Repetitive charts have been removed to reduce redundancy and page length.
- Explanation of terms, standards’ cluster definitions, and grade-level introductions have been revised to include updated research on text complexity and best practice in literacy instruction.
- Grade-level college- and career-readiness indicator charts have been revised to align more closely to the standards for each grade level.
- Foundational standards were added to grades five through eight to provide increased focus on continued practice with comprehending increasingly complex texts as well as continued practice with reading and writing cursive.
- Examples within standards that were perceived by stakeholders as restrictive or as mandating curriculum/texts were removed to increase teachers’ ability to differentiate for students’ literacy needs and interests and honor teachers’ expertise as professionals.
- Examples within standards that interrupted the flow of reading or were perceived as limiting or unnecessary were moved to the end of the standard or removed for clarity of meaning and increased ease of reading.
- Standards’ language was updated to reflect advancements in technology and media literacy.

**Policy 2520.1A, West Virginia College- and Career-Readiness Standards for English Language Arts
Executive Summary**

- Two new sets of standards were written to align with the grade 12 standards and create greater personalization for high school students' fourth English course: Technical English Language Arts and Creative Writing and Reading.
- Library Media Standards, Policy 2520.17, last updated in 2005, were revised and housed at the end of this policy to reinforce media literacy as an important college- and career-readiness body of knowledge and skills and reduce policy redundancies. Policy 2520.17 is recommended for repeal.

Impact:

These revisions will improve clarity regarding the skills, dispositions, and knowledge students need to master in kindergarten through twelfth grade in order to be college- and career-ready readers, writers, speakers, and listeners. Revisions also provide for greater personalization for increased student success and greater autonomy in the selection of curriculum than the current standards provide.

Action:

- Release for 30 day public comment
- Approved by WVBE with effective date of ____/____/20__

**Policy 2520.1A, West Virginia College- and Career-Readiness Standards for English Language Arts
List of Stakeholders**

West Virginia Department of Education

External Stakeholders

- Angela Abbott, Library Media Specialist, Kanawha County
- Megan Bacorn, Elementary Teacher, Monongalia County
- Loressa Bouldin, Elementary Teacher, Mercer County
- Kristen Cale, Elementary Teacher, Wood County
- Becka Campbell, Parent, Clay County
- Pam Carson, Library Media Teacher, Wood County
- Jessica Cox, Library Media Specialist, Jackson County
- Katie Dantrassy, Assistant Principal, Marshall County
- Brittany Fike, Early Literacy Specialist, June Harless Center
- Tonya Fleming, Library Media Coordinator, Berkeley County
- Rebecca Frame, Parent, Webster County
- Susie Garrison, ELA Teacher, Kanawha County
- Leigh Ann Hood, Library Media Teacher, Marion County
- Tracy Komorowski, Early Literacy Specialist, June Harless Center
- Michelle Kubiak, Coordinator, WV Library Commission
- Rebecca Lewis, Early Literacy Specialist, June Harless Center
- Kimberly McFall, Library Media Program Director, Marshall University
- Barbara O'Bryne, Program Director, Literacy Education and Central West Virginia Writing Project, Marshall University
- Toni Poling, ELA Teacher, Marion County
- Julie Oldfield, ELA/Library Media Teacher, Berkeley County
- Brandy Mazzela, ELA Teacher, Brooke County
- Christine Miller, Superintendent, Taylor County
- Brandy Rollyson, Parent, Braxton County
- Zamira Skidmore, Parent, Braxton County
- Audra Slocum, Assistant Professor of English Education, Co-Director of the National Writing Project, West Virginia University
- Kirstin Sobotka, Secondary Academic Coach, Cabell County
- Cheryl Stahle, ELA Teacher, Wood County
- Amy Stewart, ELA/CTE Teacher, Wood County
- Christy Swartz, Early Literacy Specialist, June Harless Center
- Mary Ann Triplett, Assistant Principal, Clay County
- Brandie Turner, Early Literacy Specialist, June Harless Center
- Angela Westfall, Technology Integration and Library Media Specialist, Upshur County

Internal Stakeholders

- Amy Knicely, Coordinator, Office of Early and Elementary Learning, WVDE
- Andrea Lemon, Lead Coordinator, Office of Middle and Secondary Learning, WVDE
- Maggie Luma, Coordinator, Office of Special Education and Student Success, WVDE
- Stacey Murrell, Coordinator, Office of Assessment, WVDE

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. Additionally, Policy 2520.1A defines the optional standards for library media.

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

1.3. Filing Date. -- ~~December 18, 2015.~~

1.4. Effective Date. -- ~~July 1, 2016.~~

1.5. Repeal of Former Rule. -- This legislative rule ~~repeals and replaces W. Va. 126CSR44AA WVBE Policy 2520.1A. "Next Generation Content Standards and Objectives for English Language Arts in West Virginia Schools filed September 12, 2014 and effective October 14, 2014 amends W. Va. 126CSR44AA, WVBE Policy 2520.1A, West Virginia College- and Career-Readiness Standards for English Language Arts, filed December 18, 2015, and effective July 1, 2016, and repeals W. Va. 126CSR44Q, WVBE Policy 2520.17, Library Media Content Standards and Objectives for West Virginia Schools, filed December 19, 2005, and effective January 18, 2006.~~

§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 as well as the content standards for optional programs of study for library media.

§ 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 (r 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

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success in the workplace and further education. The document includes content standards that reflect a rigorous and challenging curriculum for English Language Arts and library media.

§126-44AA-5. Severability.

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

College- and Career-Readiness Standards for English Language Arts

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 held in 2015. ~~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. In 2019, as part of the WVBE's content standard revision cycle, the West Virginia College- and Career-Readiness Standards for English Language Arts were reviewed by a team of diverse stakeholders, including educators, administrators, representatives from higher education, parents, and community members who made recommendations for revisions. The West Virginia College- and Career-Readiness Standards incorporate the feedback provided by these stakeholders.~~

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. English language arts is primarily composed of four domains: reading, writing, speaking/listening, and language. In Kindergarten through Grade 8, an additional domain is present: Literacy Foundations.~~

Early Learning Literacy Foundations

Students are expected to master foundational literacy skills in order to become proficient readers with the capacity to comprehend, discuss, and write to increasingly complex texts as they mature. The foundational literacy skills include print concepts, phonological awareness, phonics and word recognition, and fluency as well as morphology, context use, and handwriting. These foundations are critical to the development of literacy and require explicit instruction and intervention when necessary. In Grades 6 through 8, the Literacy Foundations domain transitions to focus on applying previously learned skills to increasingly complex texts and tasks.

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. The complexity of a text includes quantitative complexity (such as Lexile), qualitative complexity (such as figurative language, historical context, and layers of meaning), and reader and task considerations (such as student interest/motivation and instructional goal for reading). ~~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.

Clusters are smaller groups of standards that provide an organizational structure for the overarching skills and understandings that students must demonstrate to be college- and career- ready.

Standards are the specific expectations for what students should know, understand, and be able to do by the end of each grade level; 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 or high school course, and
- the standard.

Illustrations: ELA.3.1 refers to English language arts, grade 3, standard 1. ELA.C.14 refers to high school Creative Writing and Reading, standard 14.

Abbreviations

C – Creative Writing and Reading

TE – Technical English Language Arts

T – Transition English Language Arts for Seniors

The following standards will be organized and numbered continuously for English language arts in grades K-12*. The chart below demonstrates how the standards are organized by cluster and domain for grades K-12*.

Literacy Foundations (Grades K-8)	
Literacy Foundations	Foundation I-V
Reading	
Early Learning Foundations (Grades K-5)	Foundation I – V
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

*Standards for additional high school courses are presented at the end of the document and feature their own course-specific organizational charts.

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 to be college- and career-ready.

Literacy Foundations (K-8)

Cluster: Fluency – Students practice reading a variety of texts to gain the ability of reading accurately and with appropriate rate and expression. Because fluent readers do not have to struggle with decoding individual words in a text, they are able to focus on the meaning of the text and gain greater comprehension.

Cluster: Phonics and Word Recognition – Students learn to connect their understanding of oral language to written text. Students examine simple letter-sound correspondences to more complex spelling patterns following a specific scope and sequence. Accurate word recognition and decoding yield fluent readers with better comprehension.

Cluster: Handwriting - Students develop fine motor skills as they connect letter names with their shapes and begin to express themselves with written language. The development of handwriting skills creates a bridge to phonics development and written expression. Students will move from print to cursive or joined italics to fluently and clearly express themselves as writers.

Cluster: Phonological Awareness – Students orally identify and manipulate individual whole words, syllables, and sounds to demonstrate their awareness of the spoken language. As students move to phonemic awareness of individual sounds, they will demonstrate critical skills needed for reading including segmenting and blending sounds in words.

Cluster: Print Concepts – Students explore print directionality and mechanics as they distinguish between sentences, words, and letters in text. They realize that written language is related to oral language and that text has meaning. The ability to understand how print works leads to the learning of reading and writing.

Reading

Cluster: Key Ideas and Details – Students read closely to determine what is said explicitly as well as to determine the central ideas or themes of texts. Students also analyze how and why central ideas or themes, individuals, events, and details develop and interact over the course of the text supporting their conclusions with specific evidence from the text when writing or speaking.

Cluster: Craft and Structure – Students analyze how specific parts of a text contribute to the overall structure as well as how specific word or phrase choices shape meaning and tone. Students also assess how point of view or purpose shapes the content and style of text and evaluate the effectiveness or impact of authors' choices.

Cluster: Integration of Knowledge and Ideas – Students evaluate content from a range of print, non-print, and digital texts and media integrating it appropriately to build knowledge or to compare authors' approaches. Students also delineate and evaluate arguments and specific claims within texts placing an emphasis on examining the validity of the reasoning and relevance and sufficiency of the evidence used to support the argument and claims within the text.

Cluster: Range of Reading and Text Complexity – Students read and comprehend increasingly complex literary and informational texts each year with the goal of reaching college- and career-readiness by the end of Grade 12. The complexity of a text includes quantitative complexity (such as Lexile), qualitative complexity (such as figurative language, historical context, layers of meaning), and reader and task considerations (such as student interest/motivation and instructional goal for reading). With regard to quantitative complexity, to be college- and career-ready, students should read and comprehend texts that fall between 1185L and 1385L on the Lexile scale independently and proficiently.

Writing

Cluster: Text Types and Purposes – Students write a variety of text types for diverse purposes to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Cluster: Production and Distribution of Writing – Students use the writing process to produce clear and coherent writing and strengthen writing as needed to ensure the development, organization, and style are appropriate to task, purpose, and audience. Students also use a variety of technology tools to produce and publish writing and to interact and collaborate with others.

Cluster: Research to Build and Present Knowledge – Students engage in a range of research projects in which they gather information from multiple print, non-print, and digital sources assessing the credibility and accuracy of each source and demonstrating understanding of the subject by integrating information from a variety of sources while avoiding plagiarism. Students also draw evidence from literary and informational texts to support analysis, reflection, and research.

Cluster: Range of Writing – Students write routinely over extended time frames for research, reflection, and revision and shorter time frames for a range of tasks, purposes, and audiences.

Speaking/Listening

Cluster: Comprehension and Collaboration – Students prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing ideas clearly and persuasively; they also integrate and evaluate information presented in diverse media and formats and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Cluster: Presentation of Knowledge and Ideas – Students present information, findings, and supporting evidence clearly with organization, development, and style appropriate to task, purpose, and audience making strategic use of digital media and visual displays, adapting speech to a variety of contexts and tasks, and demonstrating command of formal English when indicated or appropriate.

Language

Cluster: Conventions of Standard English – Students demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing and command of the conventions of Standard English grammar and usage when writing and speaking.

Cluster: Knowledge of Language – Students 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.

Cluster: Vocabulary Acquisition and Use – Students demonstrate understanding of figurative language, word relationships, and nuances in word meanings, determining or clarifying the meaning of unknown and multi-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate. Overall, students acquire and accurately use a range of general academic and discipline-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level and demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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, technology, and dispositions for student success learning skills and technology tools. In kindergarten, students should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for kindergarten in order to meet college- and career-readiness expectations. The complexity of a text includes quantitative complexity (such as Lexile), qualitative complexity (such as conceptual knowledge), and reader and task considerations (such as student interest/motivation and instructional goal for reading). Over the course of the entire instructional day, students should be given opportunities to engage with a balance of literary and informational text and to write for a variety of purposes and audiences including an even distribution of argumentative, informative, and narrative writing. Students in kindergarten will advance through a developmentally-appropriate progression of standards. The following chart represents the components of literacy highlights the college- and career-readiness indicators that will be developed in the reading, writing, speaking/listening, and language domains in kindergarten:

College and Career Readiness Indicators for Kindergarten	
Early Learning Literacy Foundations	
<ul style="list-style-type: none"> • Name upper and lower case letters, recognize the structure of sounds in language, and match letters with their sounds and print them. • Name <u>and print</u> upper and lower-case letters. • Recognize <u>and reproduce</u> the structure of sounds in language. • <u>Understand the basic organization and features of print.</u> 	
Reading	Writing
<ul style="list-style-type: none"> • Compare the adventures and experiences of characters in familiar stories, such as fairy tales and folktales. • <u>Participate in daily read alouds of complex texts to build knowledge and vocabulary</u> • 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 <u>literary and informational texts read aloud.</u> 	<ul style="list-style-type: none"> • 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 <u>compose opinion and informative pieces, and to narrate events.</u> • <u>Participate in shared research and writing.</u>
Speaking/Listening	Language
<ul style="list-style-type: none"> • 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 • <u>Participate in collaborative conversations about kindergarten topics and texts and follow agreed-upon rules for discussions.</u> 	<ul style="list-style-type: none"> • Understand and use <u>nouns, verbs, plurals, prepositions, and question words (e.g., who, what, where, when, why, how) in discussions.</u> • 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). • <u>Produce complete sentences in shared language activities.</u> • <u>Capitalize the first word of a sentence and recognize end punctuation.</u>

<ul style="list-style-type: none"> • <u>Speak audibly to express thoughts, feelings, and ideas clearly.</u> 	<ul style="list-style-type: none"> • <u>Spell simple words phonetically using letter-sound relationships.</u> • <u>Learn and use words acquired through read alouds and conversations.</u>
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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 Literacy Foundations

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Cluster	Fluency
ELA.K.I	<ul style="list-style-type: none"> Read emergent- and beginner- reader texts with purpose and understanding.

Cluster	Phonics and Word Recognition
ELA.K.II	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> 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., the, of, to, you, she, my, is, are, do, or does). 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	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> 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 CVC consonant-vowel-consonants ending with /l/, /r/ or /x/. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Cluster	Print Concepts
ELA.K.V	<p>Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> 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 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

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	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 <u>grade-appropriate complex</u> literary texts with purpose and understanding.
ELA.K.19	Actively engage in group reading activities of <u>grade-appropriate complex</u> 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

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	loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
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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 <u>digital tools age-appropriate technologies</u> to produce and publish writing, including collaboration with peers. <u>as well as to interact and collaborate with others.</u>

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 kindergarten topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> 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 visuals 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.

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	<ul style="list-style-type: none"> • Use frequently occurring nouns and verbs. • Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog and dogs; wish and wishes). • Understand and use question words (interrogatives) (e.g., who, what, where, when, why, and how). • Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, and with). • Produce and expand complete sentences in shared language activities.
ELA.K.37	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize the first word in a sentence and the pronoun I. • Recognize and name end punctuation. • Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Cluster	Knowledge of Language
ELA.K.38	(Begins in grade 2.)

Cluster	Vocabulary Acquisition and Use
ELA.K.39	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> • Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). • Introduce the most frequently occurring inflections and affixes (e.g., ed, s, re, un, pre, ful, and less) as a clue to the meaning of an unknown word.
ELA.K.40	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> • 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 cozy). • Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, and prance) by acting out the meanings.
ELA.K.41	<p>Use words and phrases acquired through conversations, reading, being read to, and responding to texts.</p>

English Language Arts – Grade 1

All West Virginia teachers are responsible for classroom instruction that integrates content standards, content standards, technology, and dispositions for student success ~~learning skills, and technology tools.~~ In grade 1, students should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for first grade in order to meet college- and career-readiness expectations. The complexity of a text includes quantitative complexity (such as Lexile), qualitative complexity (such as conceptual knowledge and text structure), and reader and task considerations (such as student interest/motivation and instructional goal for reading). Over the course of the entire instructional year, students should be given opportunities to engage with a balance of literary and informational text and to write for a variety of purposes and audiences including an even distribution of argumentative, informative, and narrative writing. 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~~ highlights the college- and career-readiness indicators that will be developed in the reading, writing, speaking/listening, and language domains in first grade:

College- and Career-Readiness Indicators for Grade 1	
Early Learning Literacy Foundations	
<ul style="list-style-type: none"> • Read stories and poems aloud with sufficient <u>accuracy and fluency</u> to support comprehension. • Use phonics (matching letters and sounds) and word analysis skills to figure out <u>decode</u> unfamiliar words, when reading and writing. • Be able to hear and orally reproduce sounds used to make words. • Understand the basic features of print. • <u>Recognize and reproduce the structure of sounds in language.</u> 	
Reading	Writing
<ul style="list-style-type: none"> • Get facts and information from different writings. • <u>Participate in daily read alouds of complex texts to build knowledge and vocabulary.</u> • <u>Ask and answer questions about key details in literary and informational texts independently and in read alouds.</u> • <u>Use text features to locate information and compare and contrast different types of texts.</u> 	<ul style="list-style-type: none"> • Write about a topic, supplying some facts and providing some sense of opening and closing. • <u>Write opinion and informative pieces by introducing a topic, supplying facts and reasons, and providing a sense of closure.</u> • <u>Write narratives with appropriate sequences, including details, transitional words, and a sense of closure.</u> • <u>Participate in shared research and writing.</u>
Speaking/Listening	Language
<ul style="list-style-type: none"> • 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. • <u>Participate in collaborative conversations about first grade topics and texts and follow agreed-upon rules for discussions.</u> • <u>Speak audibly in complete sentences to express thoughts, feelings, and ideas clearly.</u> 	<ul style="list-style-type: none"> • <u>Produce a variety of complete sentence types and structures.</u> • <u>Capitalize dates, names of people, and use appropriate ending punctuation.</u> • <u>Use context, affixes, and root words to determine the meaning of a word with multiple meanings.</u> • <u>Demonstrate an understanding of figurative language with guidance and support.</u>

	<ul style="list-style-type: none"> • <u>Learn and use words and phrases acquired through independent reading, read alouds, and conversations.</u> • 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).
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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
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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 Literacy Foundations

Cluster	Fluency
ELA.1.I	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> Read on level <u>grade-level</u> text with purpose and understanding. Read on level <u>grade-level</u> 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	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> 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	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> 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.

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	<ul style="list-style-type: none"> Recognize the distinguishing features of a sentence, <u>including</u> (e.g., first word, capitalization, and ending punctuation).
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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 <u>message idea</u> 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
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 <u>literary texts</u> prose and poetry of appropriate complexity for grade 1 in literary texts .
ELA.1.19	With prompting and support, read informational texts <u>of</u> appropriately <u>complexity</u> for grade 1.

Writing

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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 <u>age-appropriate technologies</u> to produce and publish writing, including collaboration with peers, as well as to interact and collaborate 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 grade 1 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> • 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	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use common, proper, and possessive nouns. • Use singular and plural nouns with matching verbs in basic sentences (e.g., he hops; we hop). • Use personal, possessive and indefinite pronouns (e.g., I, me, and my; they, them, and their; anyone and everything). • Use verbs to convey a sense of past, present, and future (e.g., yesterday I walked home; today I walk home; tomorrow I will walk home). • Use frequently occurring adjectives. • Use frequently occurring conjunctions (e.g. and, but, or, so, or because). • Use determiners (e.g., <u>articles and demonstratives a, the, most, this one, third</u>). • Use frequently occurring prepositions (e.g., during, beyond, or toward). • Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
ELA.1.37	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • 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	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Use frequently occurring affixes as a clue to the meaning of a word. • Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, and looking).
ELA.1.40	<p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Sort words into categories (e.g., colors and clothing) to gain a sense of the concepts the categories represent. • Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

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	<ul style="list-style-type: none">• Identify real-life connections between words and their use (e.g., note places at home that are cozy).• Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, and scowl) and• <u>Distinguish shades of meaning among</u> adjectives differing in intensity (e.g., large and gigantic) 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., because).

English Language Arts – Grade 2

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success ~~learning skills, and technology tools~~. In grade 2, students should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for second grade in order to meet college- and career-readiness expectations. The complexity of a text includes quantitative complexity (such as Lexile), qualitative complexity (such as conceptual knowledge, text structure, and figurative language), and reader and task considerations (such as student interest/motivation and instructional goal for reading). Over the course of the entire instructional day, students should be given opportunities to engage with a balance of literary and informational text and to write for a variety of purposes and audiences including an even distribution of argumentative, informative, and narrative writing. 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 college- and career-readiness indicators that will be developed ~~in the reading, writing, speaking/listening, and language domains~~ in second grade:

College- and Career-Readiness Indicators for Grade 2	
Early Learning Literacy Foundations	
<ul style="list-style-type: none"> • Read stories and poems aloud fluently, without pausing to figure out what each word means. • Use word analysis skills and phonics to decode words. • <u>Read with sufficient accuracy and fluency to support comprehension.</u> • <u>Use phonics and word analysis skills to decode unfamiliar words.</u> • Create readable documents with legible print or cursive. 	
Reading	Writing
<ul style="list-style-type: none"> • 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. • <u>Read and comprehend a variety of complex texts including texts that fall in the 420-820 Lexile range.</u> • <u>Ask and answer questions about key details in literary and informational texts independently and in read alouds.</u> • <u>Use text features to locate information and compare and contrast different types of informational texts.</u> • <u>Describe the overall structure of a literary text and acknowledge differences in character viewpoints.</u> 	<ul style="list-style-type: none"> • 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. • <u>Write opinion and informative pieces by introducing a topic, supplying facts and reasons, using linking words, and providing a sense of closure.</u> • <u>Write narratives with appropriate sequences, including details, transitional words, and a sense of closure.</u> • <u>Participate in shared research and writing.</u>
Speaking/Listening	Language

<ul style="list-style-type: none"> • 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. • Participate in collaborative conversations about second grade topics and texts and follow agreed-upon rules for discussions. • Speak audibly in complete sentences to express thoughts, feelings, and ideas clearly. 	<ul style="list-style-type: none"> • 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). • Produce, expand, and rearrange a variety of sentence types and structures. • Capitalize holidays, product names, and geographic names, and use commas and apostrophes when writing. • Use context, affixes, and root words to determine the meaning of a word with multiple meanings. • Demonstrate an understanding of figurative language with guidance and support. • Learn and use words and phrases acquired through independent reading, read alouds, and conversations.
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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	

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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 Literacy Foundations

Cluster	Fluency
ELA.2.I	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read <u>on-level grade-level</u> text with purpose and understanding. • Read <u>on-level grade-level</u> 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	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • 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 who, what, where, when, why, and how 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 -idea, 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 who, what, where, when, why, and how 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 grade 2 topic or subject area.
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 <u>literary texts</u> 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 <u>age-appropriate technologies</u> 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 grade 2 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> 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	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use collective nouns (e.g., group). • Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, and fish). • Use reflexive pronouns (e.g., myself or ourselves). • Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, or told). • Use adjectives and adverbs and choose between them depending on what is to be modified. • Produce, expand, and rearrange complete simple and compound sentences (e.g., the boy watched the movies; the little boy watched the movie; the action movie was watched by the little boy).
ELA.2.37	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize holidays, product names, and geographic names. • Use commas in greetings and closings of letters. • Use an apostrophe to form contractions and frequently occurring possessives. • Generalize learned spelling patterns when writing words (e.g., cage / badge; boy / boil). • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Cluster	Knowledge of Language
ELA.2.38	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Compare formal and informal uses of English.

Cluster	Vocabulary Acquisition and Use
ELA.2.39	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, and tell/retell).

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	<ul style="list-style-type: none"> • Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition and additional). • Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, and bookmark). • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
ELA.2.40	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). • Distinguish shades of meaning among closely related verbs (e.g., toss, throw, and hurl) and closely related adjectives (e.g., thin, slender, skinny, and scrawny).
ELA.2.41	<p>Use words and phrases acquired through conversations, reading, being read to, and responding to texts; use adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy).</p>

English Language Arts – Grade 3

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success ~~learning skills, and technology tools~~. In grade 3, students should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for third grade in order to meet college- and career-readiness expectations. The complexity of a text includes quantitative complexity (such as Lexile), qualitative complexity (such as conceptual knowledge, text structure, and figurative language), and reader and task considerations (such as student interest/motivation and instructional goal for reading). Over the course of the entire instructional day, students should be given opportunities to engage with a balance of literary and informational text and to write for a variety of purposes and audiences including an even distribution of argumentative, informative, and narrative writing. 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 college- and career-readiness indicators that will be developed ~~in the reading, writing, speaking/listening, and language domains~~ in third grade:

College- and Career-Readiness Indicators for Grade 3	
Early Learning Literacy Foundations	
<ul style="list-style-type: none"> Read with accuracy, appropriate rate, and expression. <u>Read with sufficient accuracy and fluency to support comprehension.</u> Use word analysis skills and phonics to decode <u>unfamiliar</u> words. Begin cursive writing. <u>Write legibly in cursive or joined italics with correct margins and spacing.</u> 	
Reading	Writing
<ul style="list-style-type: none"> 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. <u>Read and comprehend a variety of complex texts including texts that fall in the 420-820 Lexile range.</u> <u>Ask and answer questions about key details in literary and informational texts referring explicitly to the text as the basis for the answers.</u> <u>Use text features to locate information and compare and contrast different types of informational texts.</u> <u>Refer to specific parts of literary and informational texts, describe connections,</u> 	<ul style="list-style-type: none"> 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. <u>Write opinion and informative pieces by introducing a topic, supplying facts and reasons, using linking words and providing a concluding statement or section.</u> <u>Write narratives with appropriate sequences, including details, dialogue, transitional words, and a sense of closure.</u> <u>Conduct short research projects that build knowledge about a topic.</u>

<u>and distinguish between different viewpoints.</u>	
Speaking/Listening	Language
<ul style="list-style-type: none"> • 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. • Participate in collaborative conversations about third grade topics and texts and follow agreed-upon rules for discussions. • Speak audibly in complete sentences to express thoughts, feelings, and ideas clearly. 	<ul style="list-style-type: none"> • 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). • Produce a variety of sentence types and structures. • Capitalize appropriate words in titles and use commas, quotation marks and possessives. • Use context, affixes, and root words to determine the meaning of a word with multiple meanings. • Demonstrate an understanding of word relationships and nuances. • Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases.

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
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Handwriting	Foundation III
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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 Literacy Foundations

Cluster	Fluency
ELA.3.I	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read on-level <u>grade-level</u> text with purpose and understanding. • Read on-level <u>grade-level</u> 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	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • 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 <u>idea</u> , 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.

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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 grade 3 topic or subject area.
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 literary texts 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

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Cluster	Text Types and Purposes
ELA.3.20	Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> • 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., because, therefore, since, or for example) 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. <ul style="list-style-type: none"> • 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., also, another, and, more, or but) 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. <ul style="list-style-type: none"> • 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 to . (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/or 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

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Cluster	Comprehension and Collaboration
ELA.3.30	Engage effectively in a range of collaborative discussions <u>with diverse partners</u> (including one-on-one, in small groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing ideas clearly. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. • Form and use regular and irregular plural nouns. • Use abstract nouns (e.g., childhood). • Form and use regular and irregular verbs. • Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. • Ensure subject-verb and pronoun-antecedent agreement. • Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. • Use coordinating and subordinating conjunctions. • Produce simple, compound, and complex sentences.
ELA.3.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> • Capitalize appropriate words in titles.

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	<ul style="list-style-type: none"> • Use commas in addresses. • Use commas and quotation marks in dialogue. • Form and use possessives. • Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, or happiness). • 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.
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Cluster	Knowledge of Language
ELA.3.38	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> • 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 grade 3 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, and heat/preheat). • Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company and companion). • 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. <ul style="list-style-type: none"> • Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). • Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). • Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).
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., after dinner that night we went looking for them).

English Language Arts – Grade 4

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success ~~learning skills, and technology tools~~. In grade 4, students should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for fourth grade in order to meet college- and career-readiness expectations. The complexity of a text includes quantitative complexity (such as Lexile), qualitative complexity (such as conceptual knowledge, text structure, and figurative language), and reader and task considerations (such as student interest/motivation and instructional goal for reading). Over the course of the entire instructional day, students should be given opportunities to engage with a balance of literary and informational text and to write for a variety of purposes and audiences including an even distribution of argumentative, informative, and narrative writing. 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 college- and career-readiness indicators that will be developed in the reading, writing, speaking/listening, and language domains in fourth grade:

College- and Career-Readiness Indicators for Grade 4	
Early Learning Literacy Foundations	
<ul style="list-style-type: none"> • Read with accuracy, appropriate rate, and expression. • Use word analysis skills and phonics to decode words. • <u>Write in cursive.</u> • <u>Read with sufficient accuracy and fluency to support comprehension.</u> • <u>Use phonics and word analysis skills to decode unfamiliar words.</u> • <u>Write fluidly and legibly in cursive or joined italics.</u> 	
Reading	Writing
<ul style="list-style-type: none"> • 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. • <u>Compare ideas, characters, events, and settings in stories and myths from different cultures.</u> • <u>Read and comprehend a variety of complex texts including texts that fall in the 740-1010 Lexile range.</u> • <u>Refer to details and examples in literary and informational texts when explaining what the text says explicitly and when drawing inferences from the text.</u> 	<ul style="list-style-type: none"> • Write summaries or opinions about topics supported with a set of well-organized facts, details, and examples. • <u>Independently conduct short research projects on different aspects of a topic using evidence from books and the Internet.</u> • <u>Write opinion and informative pieces by clearly introducing a topic; developing the topic with reasons supported by facts, details, quotations, or other information related to the topic; linking ideas with words and phrases; and providing a concluding statement or section.</u> • <u>Write narratives with clear event sequences by introducing the setting; using dialogue, sensory details, a variety of transitional words and phrases, and providing a conclusion that follows from the narrated experiences or events.</u>

<ul style="list-style-type: none"> • <u>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably</u> • <u>Compare and contrast the structures and points of view of multiple literary and informational texts.</u> 	
Speaking/Listening	Language
<ul style="list-style-type: none"> • <u>Paraphrase and respond to information presented in discussions, such as comparing and contrasting ideas and analyzing evidence that speakers use to support particular points.</u> • <u>Report orally on a topic or telling a story with enough facts and details.</u> • <u>Engage effectively in collaborative discussions on fourth grade topics and texts, building on others' ideas and expressing ideas clearly.</u> • <u>Identify the reasons and evidence a speaker provides to support particular points.</u> 	<ul style="list-style-type: none"> • <u>Write complete sentences with correct capitalization and spelling.</u> • <u>Relate words that are common in reading to words with similar meanings (synonyms) and to their opposites (antonyms).</u> • <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including similes, metaphors, idioms, adages, and proverbs.</u> • <u>Use correct capitalization, commas and quotation marks.</u> • <u>Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases.</u>

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 Literacy Foundations

Cluster	Fluency
ELA.4.I	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> Read on-level <u>grade-level</u> text with purpose and understanding. Read on-level <u>grade-level</u> 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	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> 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 <u>central</u> 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.

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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 grade 4 topic or subject area.
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 <u>literary texts</u> 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 <u>proficiently</u> , with scaffolding as needed at the high end of the range.

Writing

Cluster	Text Types and Purposes
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ELA.4.20	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. • Provide reasons that are supported by facts and details. • Link opinion and reasons using words and phrases (e.g., for instance, in order to, or in addition). • Provide a concluding statement or section related to the opinion presented.
ELA.4.21	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> • Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Link ideas within categories of information using words and phrases (e.g., another, for example, also, or because). • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information or explanation presented.
ELA.4.22	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> • 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 to 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	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> Apply grade 4 Reading standards to literature (e.g., “describe in depth a character, setting or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). Apply grade 4 Reading standards to informational texts (e.g., “explain how an author uses reasons and evidence to support particular points in a text.”).

Cluster	Range of Writing
ELA.4.29	Write routinely over extended time frames (time for research, reflection, and/or 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	<p>Engage effectively in a range of collaborative discussions with diverse partners including (one-on-one, in small groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing ideas clearly.</p> <ul style="list-style-type: none"> 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 visuals 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); demonstrating command of grade 4 Language standards and use using formal English when appropriate to task and situation. (See grade 4 Language standards for specific expectations.)

Language

Cluster	Conventions of Standard English
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ELA.4.36	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use relative pronouns (who, whose, whom, which, or that) and relative adverbs (where, when, or why,). • Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. • Use modal auxiliaries (e.g., can, may, or must) to convey various conditions (e.g., can, may, or must). • Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). • Form and use prepositional phrases. • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Correctly use frequently confused words (e.g., to, too, and two; there and their).
ELA.4.37	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • 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	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • 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	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, and autograph). • 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	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. • Recognize and explain the meaning of common idioms, adages, and proverbs. • Demonstrate understanding of words by relating them to their opposites (antonyms) and to <u>their words with similar but not identical meanings</u> (synonyms).
ELA.4.41	Acquire and accurately use grade-appropriate general academic and domain-specific

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	words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, and stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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English Language Arts – Grade 5

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success ~~learning skills, and technology tools~~. In grade 5, students should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for fifth grade in order to meet college- and career-readiness expectations. The complexity of a text includes quantitative complexity (such as Lexile), qualitative complexity (such as conceptual knowledge, text structure, and figurative language), and reader and task considerations (such as student interest/motivation and instructional goal for reading). Over the course of the entire instructional day, students should be given opportunities to engage with a balance of literary and informational text and to write for a variety of purposes and audiences including an even distribution of argumentative, informative, and narrative writing. 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 college- and career-readiness indicators~~ that will be developed ~~in the reading, writing, speaking/listening, and language domains~~ in fifth grade:

College- and Career-Readiness Indicators for Grade 5	
Early Learning Literacy Foundations	
<ul style="list-style-type: none"> Read with accuracy, appropriate rate, and expression. Use word analysis skills and phonics to decode words. <u>Read with sufficient accuracy, rate, and expression to support comprehension.</u> <u>Use knowledge of all letter-sound correspondences, syllabication patterns, roots, and affixes to accurately read unfamiliar multisyllabic words.</u> <u>Write fluidly and legibly in cursive or joined italics.</u> 	
Reading	Writing
<ul style="list-style-type: none"> 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. <u>Read and comprehend a variety of complex texts including texts that fall in the high end of the 740-1010 Lexile range.</u> <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u> <u>Compare and contrast the structures of multiple literary and informational texts.</u> <u>Analyze differences in point of view and how point of view influences how events are described.</u> 	<ul style="list-style-type: none"> 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. <u>Produce clear and coherent writing appropriate to task, purpose, and audience; develop and strengthen writing with guidance and support from peers and adults.</u> <u>Gather relevant information from several sources and provide a list of sources.</u> <u>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</u>
Speaking/Listening	Language

<ul style="list-style-type: none"> • 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. • Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics, texts, and issues, building on others' ideas and expressing ideas clearly. • Summarize information presented in diverse formats, including the points a speaker makes and how each claim is supported by reasons and evidence. 	<ul style="list-style-type: none"> • 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. • When writing and speaking, use a variety of sentences for meaning, reader/listener interest, and style. • Demonstrate understanding of conjunctions, prepositions, interjections, and verb tenses.
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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 Literacy Foundations

Cluster	Fluency
ELA.5.I	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • 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	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • 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.5.III	<u>Write fluidly and legibly in cursive or joined italics.</u>

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 <u>central</u> 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

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	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 grade 5 topic or subject area.
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 <u>literary texts</u> 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
ELA.5.20	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. • Provide logically ordered reasons that are supported by facts and details. • Link opinion and reasons using words, phrases, and clauses (e.g., consequently and specifically). • 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.

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	<ul style="list-style-type: none"> • 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., in contrast and especially). • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information or explanation presented.
ELA.5.22	<p>Write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> • 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, <u>or editing to</u> (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	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Apply grade 5 Reading standards to literature (e.g., “compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). • Apply grade 5 Reading standards to informational texts (e.g., “explain how an author

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	uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”.
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Cluster	Range of Writing
ELA.5.29	Write routinely over extended time frames (time for research, reflection, and/or 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 <u>with diverse partners including</u> (one-on-one, in <u>small</u> groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing ideas clearly. <ul style="list-style-type: none"> • 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 <u>displays</u> 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, <u>demonstrating command of grade 5 Language standards and</u> 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. <ul style="list-style-type: none"> • Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. • Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. • Use verb tense to convey various times, sequences, states, and conditions.

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	<ul style="list-style-type: none"> Recognize and correct inappropriate shifts in verb tense. Use correlative conjunctions (e.g., either/or and neither/nor).
ELA.5.37	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing.</p> <ul style="list-style-type: none"> Use punctuation to separate items in a series. Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words yes and no (e.g., Yes, thank you.), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed.

Cluster	Knowledge of Language
ELA.5.38	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> 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	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph and photosynthesis). 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	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> 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 (<u>e.g., synonyms, antonyms, and homographs</u>).
ELA.5.41	<p>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., however, although, nevertheless, similarly, moreover, and in addition).</p>

English Language Arts – Grade 6

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success ~~learning skills, and technology tools~~. In grade 6, students should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for sixth grade in order to meet college- and career-readiness expectations. The complexity of a text includes quantitative complexity (such as Lexile), qualitative complexity (such as figurative language, historical context, and layers of meaning), and reader and task considerations (such as student interest/motivation and instructional goal for reading). Over the course of the entire instructional day, students should be given opportunities to engage with a balance of literary and informational text and to write for a variety of purposes and audiences including an even distribution of argumentative, informative, and narrative writing. 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~~ highlights the college- and career-readiness indicators that will be developed in the reading, writing, speaking/listening, and language domains in sixth grade:

College- and Career- Readiness Indicators for Grade 6	
Literacy Foundations	
<ul style="list-style-type: none"> • <u>Read with sufficient accuracy and fluency to support comprehension.</u> • <u>Use word analysis skills to decode unfamiliar words.</u> • <u>Write legibly in cursive or joined italics with correct margins and spacing.</u> 	
Reading	Writing
<ul style="list-style-type: none"> • <u>Read and comprehend a variety of complex texts including texts that fall in the 925-1185 Lexile range.</u> • <u>Analyze the development of key ideas, characters/individuals, and events by examining elements such as sequencing, word/phrase meaning, and point of view or purpose; cite textual evidence to support analysis.</u> • Gain knowledge from materials that make extensive use of elaborate diagrams and data to convey information and illustrate concepts. • <u>Evaluate the arguments and specific claims in written materials or a speech and distinguish claims that are supported by reasons and evidence from claims that are not.</u> 	<ul style="list-style-type: none"> • <u>Produce clear and coherent writing appropriate to task, purpose, and audience; develop and strengthen writing as needed by planning, revising, and/or editing.</u> • <u>Gather relevant information from multiple sources assessing the credibility of each source; avoid plagiarism and provide basic bibliographic information for sources.</u> • Conduct short research projects to answer a question; draw on several sources and sharpen the focus based on the research findings. • Write brief reports and arguments that examine a topic, have a clear focus, and include relevant facts, details, and quotations. • Write narratives with logical sequences of events.
Speaking/Listening	Language

<ul style="list-style-type: none"> Engage effectively with diverse partners in a range of collaborative discussions on grade 6 topics, texts, and issues, building on others' ideas and expressing ideas clearly. Present claims and findings to others orally using clear pronunciation and appropriate eye contact and volume; sequence ideas logically and accentuate main central ideas or themes. Review and paraphrase key ideas and multiple perspectives of a speaker. 	<ul style="list-style-type: none"> Use knowledge of language and its conventions; when writing or speaking vary sentence patterns for meaning, reader/listener interest, and style and maintain consistency in style and tone. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 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).
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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

Literacy Foundations

<u>Cluster</u>	<u>Fluency</u>
ELA.6.I	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • <u>Read grade-level text with purpose and understanding.</u> • <u>Read grade-level text orally with accuracy, appropriate rate, and expression.</u> • <u>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</u>

<u>Cluster</u>	<u>Phonics and Word Recognition</u>
ELA.6.II	<p>Know and apply word analysis skills in decoding unfamiliar words.</p> <ul style="list-style-type: none"> • <u>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.</u>

<u>Cluster</u>	<u>Handwriting</u>
ELA.6.III	Write fluidly and legibly in cursive or joined italics.

Reading

<u>Cluster</u>	<u>Key Ideas and Details</u>
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).

<u>Cluster</u>	<u>Craft and Structure</u>
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 an <u>informational</u> text.

Cluster	Integration of Knowledge and Ideas
ELA.6.13	Compare and contrast the experience of reading a story, drama, or poem <u>literary text</u> -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 <u>in digital, print, and non-print text</u> 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) <u>of the same topic</u> in informational text.

Cluster	Range of Reading and Text Complexity
ELA.6.18	By the end of the year, read and comprehend <u>literary texts</u> 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. <ul style="list-style-type: none"> • 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.

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ELA.6.21	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> • 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	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • 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, or editing to demonstrate command of Language standards up to and including grade 6. 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.

	<ul style="list-style-type: none"> Apply grade 6 Reading standards 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 grade 6 Reading standards 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”).
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Cluster	Range of Writing
ELA.6.29	Write routinely over extended time frames (time for research, reflection, and/or 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 <u>with diverse partners including</u> (one-on-one, in small groups, and teacher-led discussions) <u>with diverse partners</u> on grade 6 topics, texts, and issues, building on others’ ideas and expressing ideas clearly. <ul style="list-style-type: none"> 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 <u>digital, print, and non-print</u> 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 <u>digital media</u> multimedia components (e.g., graphics, images, music, and/or sound) and <u>visuals</u> 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.) <u>demonstrating command of grade 6 Language standards, as well as formal English, when indicated or appropriate.</u>

Language

Cluster	Conventions of Standard English
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ELA.6.36	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Ensure that pronouns are in the proper case <u>to function effectively</u>. (subjective, objective, or possessive). • Use intensive pronouns (e.g., myself or ourselves). • Recognize and correct inappropriate shifts in pronoun number and person. • Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). • Recognize variations from Standard English in one's own and others' writing and speaking; identify and use strategies to improve expression in conventional language.
ELA.6.37	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use punctuation (commas, parentheses, or dashes) to set off nonrestrictive/parenthetical elements. • Spell correctly, <u>consulting references as needed</u>.

Cluster	Knowledge of Language
ELA.6.38	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Vary sentence patterns for meaning, reader/listener interest, and style. • Maintain consistency in style and tone.

Cluster	Vocabulary Acquisition and Use
ELA.6.39	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, and audible). • 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	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings <u>in grade 6 texts</u>.</p> <ul style="list-style-type: none"> • 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., stingy, scrimping, economical, frugal, and thrifty).
ELA.6.41	<p>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.</p>

English Language Arts – Grade 7

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success ~~learning skills, and technology tools~~. In grade 7, students should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for seventh grade in order to meet college- and career-readiness expectations. The complexity of a text includes quantitative complexity (such as Lexile), qualitative complexity (such as figurative language, historical context, and layers of meaning), and reader and task considerations (such as student interest/motivation and instructional goal for reading). Over the course of the entire instructional day, students should be given opportunities to engage with a balance of literary and informational text and to write for a variety of purposes and audiences including an even distribution of argumentative, informative, and narrative writing. 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 highlights the college- and career-readiness indicators that will be developed in the reading, writing, speaking/listening, and language domains in seventh grade:

College- and Career-Readiness Indicators for Grade 7	
Literacy Foundations	
<ul style="list-style-type: none"> • <u>Read with sufficient accuracy and fluency to support comprehension.</u> • <u>Use word analysis skills to decode unfamiliar words.</u> • <u>Write legibly in cursive or joined italics with correct margins and spacing.</u> 	
Reading	Writing
<ul style="list-style-type: none"> • <u>Read and comprehend a variety of complex texts that fall in the 925-1185 Lexile range with scaffolding as needed at the high end of the range.</u> • <u>Analyze how elements of literary text interact and how individuals, events, and ideas interact in informational text; cite textual evidence to support analysis.</u> • <u>Trace and evaluate arguments and claims, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</u> • <u>Cite several sources of specific evidence from a piece when offering an oral or written analysis of a book, essay, article, or play.</u> 	<ul style="list-style-type: none"> • <u>Produce clear and coherent writing appropriate to task, purpose, and audience; develop and strengthen writing as needed by planning, revising, and/or editing, focusing on how well purpose and audience have been addressed.</u> • <u>Gather relevant information from multiple sources, using search terms effectively; assess the credibility and accuracy of each source; avoid plagiarism and follow a standard format for citation (MLA or APA).</u> • <u>Organize and focus writing; include supporting statements and conclusions with evidence and show that evidence is accurate and reliable.</u> • <u>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.</u> • <u>Avoid plagiarism and follow a standard format for citations (e.g., footnotes or bibliography).</u>

Speaking/Listening	Language
<ul style="list-style-type: none"> Engage effectively with diverse partners in a range of collaborative discussions on grade 7 topics, texts, and issues, posing questions that connect the ideas of multiple speakers and responding to others' questions with relevant evidence, observations, and ideas. 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. 	<ul style="list-style-type: none"> 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. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use common, grade-appropriate Greek or Latin affixes and roots as clues to define the meaning of a word (e.g., semi-, semiannual, and semicircle).

Grades 6-8 Specifications

In grades 6-8, students should be exposed to texts that fall in the 926925-1185 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

Literacy Foundations

<u>Cluster</u>	<u>Fluency</u>
ELA.7.I	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • <u>Read grade-level text with purpose and understanding.</u> • <u>Read grade-level text orally with accuracy, appropriate rate, and expression.</u> • <u>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</u>

<u>Cluster</u>	<u>Phonics and Word Recognition</u>
ELA.7.II	<p>Know and apply word analysis skills in decoding unfamiliar words.</p> <ul style="list-style-type: none"> • <u>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.</u>

<u>Cluster</u>	<u>Handwriting</u>
ELA.7.III	<u>Write fluidly and legibly in cursive or joined italics.</u>

Reading

<u>Cluster</u>	<u>Key Ideas and Details</u>
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).

<u>Cluster</u>	<u>Craft and Structure</u>
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.

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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 literary texts, 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. <ul style="list-style-type: none"> • 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

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	argument presented.
ELA.7.21	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> • 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	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • 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. <u>(Editing for conventions should demonstrate command of Language standards up to and including grade 7.)</u> , or editing to demonstrate command of Language standards up to and including grade 7, focusing on how well purpose and audience have been addressed.
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	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> 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”).

Cluster	Range of Writing
ELA.7.29	Write routinely over extended time frames (time for research, reflection, and/or 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	<p>Engage effectively in a range of collaborative discussions <u>with diverse partners including (one-on-one, in small groups, and teacher-led discussions)</u> with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing ideas clearly.</p> <ul style="list-style-type: none"> 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 <u>diverse media and print, non-print, and digital formats (e.g., visually, quantitatively, and/or orally)</u> 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 <u>digital media multimedia components</u> and <u>visuals displays</u> in presentations to clarify claims and findings and emphasize salient points.
ELA.7.35	Adapt speech to a variety of contexts and tasks, <u>demonstrating command of formal</u>

	English when indicated or appropriate. (See grade 7 Language standards for specific expectations.) demonstrating command of grade 7 Language standards, as well as formal English, when indicated or appropriate.
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Language

Cluster	Conventions of Standard English
ELA.7.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie.). Spell correctly, consulting reference materials as needed.

Cluster	Knowledge of Language
ELA.7.38	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> 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 grade 7 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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

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	words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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English Language Arts – Grade 8

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success ~~learning skills, and technology tools~~. In grade 8, students should be should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for eighth grade in order to meet college- and career-readiness expectations. The complexity of a text includes quantitative complexity (such as Lexile), qualitative complexity (such as figurative language, historical context, and layers of meaning), and reader and task considerations (such as student interest/motivation and instructional goal for reading). Over the course of the entire instructional day, students should be given opportunities to engage with a balance of literary and informational text and to write for a variety of purposes and audiences including an even distribution of argumentative, informative, and narrative writing. 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~~ highlights the college- and career-readiness indicators that will be developed in the reading, writing, speaking/listening, and language domains in eighth grade:

College- and Career-Readiness Indicators for Grade 8	
Literacy Foundations	
<ul style="list-style-type: none"> • <u>Read with sufficient accuracy and fluency to support comprehension.</u> • <u>Use word analysis skills to decode unfamiliar words.</u> • <u>Write legibly in cursive or joined italics with correct margins and spacing.</u> 	
Reading	Writing
<ul style="list-style-type: none"> • <u>Read and comprehend a variety of complex texts including texts that fall in the 925-1185 Lexile range.</u> • <u>Analyze how structure or formatting, point of view, and/or interactions between individuals, events, and ideas contribute to the overall meaning of a text; cite textual evidence to support analysis.</u> • <u>Analyze how authors shape their presentations by emphasizing certain evidence or interpretations and assess whether reasoning is sound and evidence is relevant to support claims; cite evidence to support analysis.</u> • <u>Cite the evidence that most strongly supports an analysis of what is explicitly stated and/or implied from a book, article, poem, or play.</u> • <u>Analyze where materials on the same topic disagree on matters of fact, interpretation, or point of view.</u> 	<ul style="list-style-type: none"> • <u>Produce clear and coherent writing appropriate to task, purpose, and audience; develop and strengthen writing as needed by planning, revising, and/or editing emphasizing sound reasoning and evidence, precise word choices, smooth transitions, and sentence variation.</u> • <u>Gather relevant information from multiple sources, using search terms effectively; assess the credibility and accuracy of each source; avoid plagiarism and follow a standard format for citation (MLA or APA).</u> • <u>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.</u> • <u>Plan and conduct research projects that include several steps and use many credible and documented print and digital sources.</u>
Speaking/Listening	Language

<ul style="list-style-type: none"> • <u>Engage effectively with diverse partners in a range of collaborative discussions on grade 8 topics, texts, and issues, acknowledging new information expressed by others and, when warranted, qualifying or justifying views in light of the evidence presented.</u> • Analyze the purpose of information presented in diverse media (e.g., print, TV, or web) and evaluate its social, political, and/or commercial motives <u>the motives behind its presentation.</u> • 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. 	<ul style="list-style-type: none"> • <u>Use knowledge of language and its conventions when writing, speaking, reading, or listening; choose language that expresses ideas precisely and concisely, using strong, active verbs to create a clear picture for the audience.</u> • <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u> • Use strong, active verbs to create a clear picture for the reader (e.g., walk, skip, meander, lurch, or limp). • Interpret figures of speech (e.g., irony or puns) and develop a large vocabulary of general academic words and phrases.
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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

Literacy Foundations

<u>Cluster</u>	<u>Fluency</u>
ELA.8.I	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • <u>Read grade-level text with purpose and understanding.</u> • <u>Read grade-level text orally with accuracy, appropriate rate, and expression.</u> • <u>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</u>

<u>Cluster</u>	<u>Phonics and Word Recognition</u>
ELA.8.II	<p>Know and apply word analysis skills in decoding unfamiliar words.</p> <ul style="list-style-type: none"> • <u>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.</u>

<u>Cluster</u>	<u>Handwriting</u>
ELA.8.III	<u>Write fluidly and legibly in cursive or joined italics.</u>

Reading

<u>Cluster</u>	<u>Key Ideas and Details</u>
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).

<u>Cluster</u>	<u>Craft and Structure</u>
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.

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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, such as the Bible, 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 <u>literary texts</u> 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. <ul style="list-style-type: none"> • 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.

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	<ul style="list-style-type: none"> Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.
ELA.8.21	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> 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	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> 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. <u>(Editing for conventions should demonstrate command of the Language standards up to and including grade 8.)</u> or editing to demonstrate command of the Language standards up to and including grade 8, focusing on how well purpose and audience have been addressed.
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
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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	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, such as the Bible, including describing how the material is 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”).

Cluster	Range of Writing
ELA.8.29	Write routinely over extended time frames (time for research, reflection, and/or 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	<p>Engage effectively in a range of collaborative discussions <u>with diverse partners including (one-on-one, in small groups, and teacher-led discussions)</u> with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing ideas clearly.</p> <ul style="list-style-type: none"> 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 <u>diverse media and formats (e.g., visually, quantitatively, and/or orally)</u> digital, print, and non-print media 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
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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 digital media multimedia and visuals 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.) <u>demonstrating command of grade 8 Language standards, as well as formal English, when indicated or appropriate.</u>

Language

Cluster	Conventions of Standard English
ELA.8.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Use punctuation (a comma, ellipsis, or dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly, <u>consulting reference materials as needed.</u>

Cluster	Knowledge of Language
ELA.8.38	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> 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 grade 8 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Interpret figures of speech (e.g., verbal irony, and/or puns) in context.

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	<ul style="list-style-type: none">• Use the relationship between particular words to better understand each of the words.• Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, or resolute).
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, technology, and dispositions for student success ~~learning skills, and technology tools~~. In grade 9, students should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for ninth grade in order to meet college- and career-readiness expectations. The complexity of a text includes quantitative complexity (such as Lexile), qualitative complexity (such as figurative language, historical context, and layers of meaning), and reader and task considerations (such as student interest/motivation and instructional goal for reading). Over the course of the entire instructional day, students should be given opportunities to engage with a balance of literary and informational text and to write for a variety of purposes and audiences including an even distribution of argumentative, informative, and narrative writing. 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~~ highlights the college- and career-readiness indicators that will be developed in the reading, writing, speaking/listening, and language domains in ninth grade:

College- and Career-Readiness Indicators for Grade 9	
Reading	Writing
<ul style="list-style-type: none"> • <u>Read and comprehend a variety of complex texts including texts that fall in the 1050-1335 Lexile range with scaffolding as needed at the high end of the range.</u> • <u>Analyze how authors develop complex characters, individuals, or events, represent cultural experiences, transform source material, and/or build upon themes and concepts in influential and significant historical and literary works; cite textual evidence to support analysis.</u> • <u>Understand the relationship between historical writings and literature that draws upon them.</u> • Read and analyze literature reflecting the cultural experience and point of view of authors from outside the United States. • <u>Assess claims and arguments; make judgments about whether evidence is trustworthy and reasoning is logical.</u> 	<ul style="list-style-type: none"> • Complete in-depth research projects with material from multiple sources. • <u>Use advanced searches effectively to gather relevant information from authoritative sources; assess the credibility and usefulness of each source; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA).</u> • <u>Use complex ideas, strong evidence, descriptive details, and cohesive structure to express a point of view in argumentative writing for a variety of purposes, tasks, and audiences.</u> • Expand writing of observational, situational or conflict-centered stories or essays.
Speaking/Listening	Language
<ul style="list-style-type: none"> • <u>Initiate and effectively participate in a range of collaborative discussions with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively; read and research material under study</u> 	<ul style="list-style-type: none"> • <u>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.</u>

<p><u>explicitly drawing 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.</u></p> <ul style="list-style-type: none"> • <u>Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</u> • 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. 	<ul style="list-style-type: none"> • <u>Write and edit work so that it conforms to the guidelines in a style manual (MLA Handbook or APA Handbook) appropriate for the discipline and writing type.</u> • 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.
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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

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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 Landscape with the Fall of Icarus).
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 the Bible, 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 literary texts 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	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> 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	<p>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.</p> <ul style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information to make

	<p>important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.</p> <ul style="list-style-type: none"> • 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	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • 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, <u>or editing to demonstrate command of all Language standards up to and including grade 9</u> , 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.

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	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> Apply grade 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 the Bible, 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/or 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	<p>Initiate and effectively participate in a range of collaborative discussions <u>with diverse partners including</u> (one-on-one, in small groups, and teacher-led discussions) <u>with diverse partners</u> on grade 9 topics, texts, and issues, building on others’ ideas and expressing ideas clearly and persuasively.</p> <ul style="list-style-type: none"> 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,

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	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.) <u>demonstrating command of grade 9 Language standards, as well as formal English, when indicated or appropriate.</u>

Language

Cluster	Conventions of Standard English
ELA.9.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases <u>including</u> (noun, verb, adjectival, participial, prepositional, and absolute) and clauses <u>including</u> (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. <ul style="list-style-type: none"> • 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, <u>consulting reference materials as needed.</u>

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. <ul style="list-style-type: none"> • 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 grade 9 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> • 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

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	<p>word meanings.</p> <ul style="list-style-type: none">• 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	<p>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.</p>

English Language Arts – Grade 10

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success ~~learning skills, and technology tools~~. In grade 10, students should be should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for tenth grade in order to meet college- and career-readiness expectations. Over the course of the entire instructional day, students should be given opportunities to engage with a balance of literary and informational text and to write for a variety of purposes and audiences including an even distribution of argumentative, informative, and narrative writing. 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 highlights the college- and career-readiness indicators that will be developed ~~in the reading, writing, speaking/listening, and language domains~~ in tenth grade:

College and Career Readiness Indicators for Grade 10	
Reading	Writing
<ul style="list-style-type: none"> • <u>Read and comprehend a variety of complex texts including texts that fall in the 1050-1335 Lexile range.</u> • Understand the relationship between historical writings and literature that draws upon them. • <u>Analyze and defend how author draw on or transforms source material; including how they address related themes and content.</u> • Read and a <u>Analyze a variety of literary texts literature</u> reflecting the cultural experience and point of view of authors from outside the United States; <u>cite textual evidence to support analysis.</u> • Assess claims and arguments; make judgments about whether evidence is trustworthy and reasoning is logical. 	<ul style="list-style-type: none"> • Complete in-depth research projects with material from multiple sources. • <u>Use advanced searches effectively to gather relevant information from authoritative sources; assess the credibility and usefulness of each source; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA).</u> • <u>Use complex ideas, strong evidence, descriptive details, and cohesive structure to express a point of view in argumentative writing for a variety of purposes, tasks, and audiences.</u> • Expand writing of observational, situational, or conflict-centered stories or essays.
Speaking/Listening	Language
<ul style="list-style-type: none"> • <u>Come to discussions prepared; draw on preparation by referring to evidence from texts and other research to stimulate a thoughtful, well-reasoned exchange of ideas on grade 10 texts or topics.</u> • <u>Work with peers to set rules for democratic, collegial discussions and decision-making.</u> • Use observations, facts, and arguments from different perspectives to 	<ul style="list-style-type: none"> • <u>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.</u> • Demonstrate an understanding of figures of speech and analyze their role in a text. • <u>Build a comprehensive vocabulary; learn new words and phrases using context and related words.</u>

<p>understand multiple sides of an issue; respond thoughtfully.</p> <ul style="list-style-type: none"> Connect a discussion to larger themes or ideas; clarify and challenge conclusions. <u>Integrate multiple sources of information presented in diverse media or formats; Enhance enhance findings and evidence using digital media.</u> 	<ul style="list-style-type: none"> Learn and use new techniques to make writing compelling, such as parallel structure and a variety of clauses/phrases.
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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

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	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 Landscape with the Fall of Icarus) .
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 the

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	Bible, 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 <u>literary texts</u> 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	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • 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	<p>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.</p> <ul style="list-style-type: none"> • 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.

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	<ul style="list-style-type: none"> • 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	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • 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, <u>or editing to show a command of all Language standards up to and including grade 10,</u> 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.

	<ul style="list-style-type: none"> 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 the Bible 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.”).
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Cluster	Range of Writing
ELA.10.29	Write routinely over extended time frames (time for research, reflection, and/or 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	<p>Initiate and effectively participate in a range of collaborative discussions <u>with diverse partners including</u> (one-on-one, in small groups, and teacher-led discussions) <u>with diverse partners</u> on grade 10 topics, texts, and issues, building on others’ ideas and expressing ideas clearly and persuasively.</p> <ul style="list-style-type: none"> 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.) <u>demonstrating command of grade 10 Language standards, as well as formal English, when indicated or appropriate.</u>

Language

Cluster	Conventions of Standard English
ELA.10.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> Use various types of phrases <u>including</u> {noun, verb, adjectival, adverbial, participial, prepositional, or absolute} and clauses <u>including</u> {independent, and dependent; and 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. <ul style="list-style-type: none"> Use a colon to introduce a list or quotation. Spell correctly, <u>using reference sources as needed.</u>

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. <ul style="list-style-type: none"> 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 grade 10 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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.
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English Language Arts – Grade 11

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success ~~learning skills, and technology tools~~. In grade 11, students should be should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for eleventh grade in order to meet college- and career-readiness expectations. Over the course of the entire instructional day, students should be given opportunities to engage with a balance of literary and informational text and to write for a variety of purposes and audiences including an even distribution of argumentative, informative, and narrative writing. 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 highlights the college- and career-readiness indicators that will be developed ~~in the reading, writing, speaking/listening, and language domains~~ in eleventh grade:

College and Career Readiness Indicators for Grade 11	
Reading	Writing
<ul style="list-style-type: none"> • Evaluate <u>Analyze</u> how word choices and phrasing convey meaning and add complexity to works of historical and modern authors. • Read <u>and comprehend</u> increasingly <u>challenging complex</u> texts <u>including texts that fall in the 1185-1385 Lexile range;</u> examine themes and use <u>textual evidence</u> to support summaries and analyses <u>analysis of</u> literary and informational texts. 	<ul style="list-style-type: none"> • Write argumentative pieces that include fairly used arguments and counterarguments <u>introduce and develop claims and counterclaims fairly; use accurate information from trustworthy sources</u> <u>effectively integrate accurate information from reliable sources to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA).</u> • When writing a narrative, establish characters' points of view, depict a central conflict, and provide descriptive details, dialogue, and settings. • <u>Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</u>
Speaking/Listening	Language
<ul style="list-style-type: none"> • 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. • <u>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</u> 	<ul style="list-style-type: none"> • Understand and use complex phrases and figures of speech including hyperbole; use a range of techniques to determine an unfamiliar word's meaning. • <u>Use proper spelling, capitalization, and punctuation in written arguments; demonstrate knowledge of Standard English conventions when speaking and writing.</u> • <u>Apply knowledge of language to understand how language functions in</u>

<p><u>emphasis, and tone used; give thoughtful feedback and accept feedback graciously.</u></p> <ul style="list-style-type: none"> • <u>Give class presentations that contain an original perspective on a subject, use evidence to support arguments, and address opposing points of view.</u> • <u>Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</u> 	<p><u>different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</u></p> <ul style="list-style-type: none"> • <u>Demonstrate knowledge of Standard English conventions when speaking and writing; apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</u>
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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

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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 the language of 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 Federalist No. 10).
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, <u>poem, or drama, or poem</u> (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version

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	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., The Federalist Papers or presidential addresses) .
ELA.11.17	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. informational documents of historical and literary significance (e.g., The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Cluster	Range of Reading and Text Complexity
ELA.11.18	By the end of the year, read and comprehend <u>literary texts</u> 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. <ul style="list-style-type: none"> • 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.

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	<ul style="list-style-type: none"> • 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	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • 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.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, <u>or editing to demonstrate command of all Language standards up to and including grade 12</u> , 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	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> 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 [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., The Federalist Papers or presidential addresses]”).

Cluster	Range of Writing
ELA.11.29	Write routinely over extended time frames (time for research, reflection, and/or 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	<p>Initiate and effectively participate in a range of collaborative discussions <u>with diverse partners including</u> (one-on-one, in <u>small</u> groups, and teacher-led <u>discussions</u>) with diverse partners on grade 11 topics, texts, and issues, building on others’ ideas and expressing ideas clearly and persuasively.</p> <ul style="list-style-type: none"> 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.,

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	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.) <u>demonstrating command of Language standards up to and including grade 11, as well as formal English, when indicated or appropriate.</u>

Language

Cluster	Conventions of Standard English
ELA.11.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage or Garner’s Modern American Usage) as needed.
ELA.11.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> Observe hyphenation conventions. Spell correctly, <u>using reference materials as needed.</u>

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. <ul style="list-style-type: none"> Vary syntax for effect by consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Cluster	Vocabulary Acquisition and Use
ELA.11.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s

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	<p>position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <ul style="list-style-type: none"> • 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	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • 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	<p>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.</p>

English Language Arts – Grade 12

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success learning skills, and technology tools. In grade 12, students should be should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for twelfth grade in order to meet college- and career-readiness expectations. Over the course of the entire instructional day, students should be given opportunities to engage with a balance of literary and informational text and to write for a variety of purposes and audiences including an even distribution of argumentative, informative, and narrative writing. 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 highlights the college- and career-readiness indicators that will be developed in the reading, writing, speaking/listening, and language domains in twelfth grade:

College and Career Readiness Indicators for Grade 12	
Reading	Writing
<ul style="list-style-type: none"> • Evaluate how word choices and phrasing convey meaning and add complexity to works of historical and modern authors. • <u>Critically evaluate how authors’ word choices, phrasing, and use of structure adds complexity, beauty, or persuasiveness to the text.</u> • <u>Read and comprehend increasingly challenging complex texts including texts that fall in the 1185-1385 Lexile range; examine themes, and use textual evidence to support summaries and analyses analysis of literary and informational texts.</u> 	<ul style="list-style-type: none"> • Write argumentative pieces that include fairly used arguments and counterarguments introduce and develop claims and counterclaims fairly; use accurate information from trustworthy sources effectively integrate accurate information from reliable sources to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA). • When writing a narrative, establish characters’ points of view, depict a central conflict, and provide descriptive details, dialogue, and settings. • <u>Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</u>
Speaking/Listening	Language
<ul style="list-style-type: none"> • 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. • <u>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</u> 	<ul style="list-style-type: none"> • 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. • <u>Apply knowledge of language to understand how language functions in</u>

<p><u>emphasis, and tone used; give thoughtful feedback and accept feedback graciously.</u></p> <ul style="list-style-type: none"> • <u>Give class presentations that contain an original perspective on a subject, use evidence to support arguments, and address opposing points of view.</u> • <u>Make strategic and engaging use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</u> 	<p><u>different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</u></p> <ul style="list-style-type: none"> • <u>Demonstrate knowledge of Standard English conventions when speaking and writing; apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</u>
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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

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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 Federalist No. 10).
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
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ELA.12.13	Analyze multiple interpretations of a story, <u>poem, or drama</u> , 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., The Federalist Papers 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 Declaration of Independence, the Preamble to the Constitution, the Bill of Rights and Lincoln’s Second Inaugural Address) 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 <u>literary texts</u> 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. <ul style="list-style-type: none"> • 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

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	argument presented.
ELA.12.21	<p>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.</p> <ul style="list-style-type: none"> • 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	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • 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.

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, or editing, demonstrating a command of Language standards up to and including grade 12 and 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.
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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. <ul style="list-style-type: none"> 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 [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., The Federalist Papers or presidential addresses]”).

Cluster	Range of Writing
ELA.12.29	Write routinely over extended time frames (time for research, reflection, and/or 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 <u>with diverse partners including</u> (one-on-one, in small groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others’ ideas and expressing ideas clearly and persuasively. <ul style="list-style-type: none"> 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,

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	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, <u>demonstrating command of Language standards up to and including grade 12 as well as formal English, when indicated or appropriate.</u> 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. <ul style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage or Garner’s Modern American Usage) as needed.
ELA.12.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> Observe hyphenation conventions. Spell correctly, <u>consulting reference materials as needed.</u>

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. <ul style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

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Cluster	Vocabulary Acquisition and Use
ELA.12.39	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • 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	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • 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	<p>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.</p>

Creative Writing and Reading

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success. Students should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts in order to meet college- and career-readiness expectations. Over the course of the entire instructional day, students should be given opportunities to engage with a balance of literary and informational text and to write for a variety of purposes and audiences including an even distribution of argumentative, informative, and narrative writing. Creative Writing and Reading provides an overview of literary analysis and emphasizes the creation of a body of student’s original work in order to reflect growth and development in the student’s writing craft over time. Students engage in rigorous examination of prose, poetry, and drama through the application of multiple critical lenses. Special attention is given to studying literary structures and elements beyond the scope of foundational English language arts courses. Students will continue enhancing skills in a developmentally-appropriate progression of standards. If a county chooses to use Creative Writing and Reading as a fourth course option, text complexity and language expectations should follow from the progression of the eleventh grade level standards. The following chart highlights the college- and career-readiness indicators that will be developed in this course:

College- and Career-Readiness Indicators for Creative Writing and Reading	
Reading	Writing
<ul style="list-style-type: none"> • <u>Read increasingly challenging literary texts (poetry, prose, and drama), examine themes, and use evidence to support summaries and analyses of literary texts, including texts in the 1185-1385 Lexile range.</u> • <u>Analyze multiple interpretations of prose, poetry, or drama through a variety of critical lenses, evaluating how each version interprets the source text.</u> 	<ul style="list-style-type: none"> • <u>Write and revise in multiple modes of discourse, including narrative, poetry, drama, argument, and informational writing.</u> • <u>Maintain multiple drafts and revisions of original works to reflect growth and development in the writer’s craft over time.</u>
Speaking/Listening	Language
<ul style="list-style-type: none"> • <u>Evaluate others’ points of view during class discussions; give thoughtful feedback on the effectiveness of analysis, veracity of evidence, and overall strength of viewpoint; accept feedback graciously and constructively.</u> • <u>Give class presentations that contain an original perspective on a subject, use evidence to support analysis, and address opposing points of view.</u> 	<ul style="list-style-type: none"> • <u>Understand and use complex phrases and figures of speech.</u> • <u>Use proper spelling, capitalization, and punctuation in written works; demonstrate knowledge of Standard English conventions when speaking and writing.</u>

Numbering of Standards

The ranges in the chart below relate to the clusters found within the English language arts domains:

Reading	
<u>Key Ideas and Details</u>	<u>1-4</u>
<u>Craft and Structure</u>	<u>5-10</u>
<u>Integration of Knowledge and Ideas</u>	<u>11-13</u>
<u>Range of Reading and Text Complexity</u>	<u>14-15</u>
Writing	
<u>Text Types and Purposes</u>	<u>16-20</u>
<u>Production and Distribution of Writing</u>	<u>21-23</u>
<u>Research to Build and Present Knowledge</u>	<u>24-25</u>
<u>Range of Writing</u>	<u>26</u>
Speaking & Listening	
<u>Comprehension and Collaboration</u>	<u>27-29</u>
<u>Presentation of Knowledge and Ideas</u>	<u>30-32</u>
Language	
<u>Conventions of Standard English</u>	<u>33-34</u>
<u>Knowledge of Language</u>	<u>35</u>
<u>Vocabulary Use and Acquisition</u>	<u>36-38</u>

Reading

Cluster	Key Ideas and Details
<u>ELA.C.1</u>	<u>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.</u>
<u>ELA.C.2</u>	<u>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.</u>
<u>ELA.C.3</u>	<u>Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama and how specific characters, ideas or events interact and develop over the course of the text or media.</u>
<u>ELA.C.4</u>	<u>Cite strong and thorough textual evidence to support analysis of what informational text says explicitly as well as inferences drawn from the text, including determining where and why the informational text leaves matters uncertain.</u>

Cluster	Craft and Structure
<u>ELA.C.5</u>	<u>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.</u>
<u>ELA.C.6</u>	<u>Analyze how an author’s choices concerning how to structure specific parts of a literary text contribute to its overall structure and meaning as well as its aesthetic impact.</u>

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<u>ELA.C.7</u>	<u>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.</u>
<u>ELA.C.8</u>	<u>Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and literal meanings; analyze how and why an author uses and refines the meaning of a key term or terms over the course of a text.</u>
<u>ELA.C.9</u>	<u>Analyze and evaluate the effectiveness of the structure an author uses in his or her literary text including how the author uses structure to make points clear, convincing, and engaging.</u>
<u>ELA.C.10</u>	<u>Determine an author’s point of view, purpose, and tone in an informational text in which the language is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</u>

<u>Cluster</u>	<u>Integration of Knowledge and Ideas</u>
<u>ELA.C.11</u>	<u>Analyze multiple interpretations of prose, poetry, or drama through a variety of critical lenses, evaluating how each version interprets the source text.</u>
<u>ELA.C.12</u>	<u>Demonstrate a deep knowledge of a variety of works of literature, including how multiple literary texts from the same period treat similar themes or topics.</u>
<u>ELA.C.13</u>	<u>Integrate, evaluate, and synthesize multiple interpretations of a literary work presented in different media or formats in order to produce and defend a claim about the work.</u>

<u>Cluster</u>	<u>Range of Reading and Text Complexity</u>
<u>ELA.C.14</u>	<u>By the end of the year, read and comprehend increasingly complex prose, poetry, and drama independently and proficiently, including texts in the grades 11-12 complexity range.</u>
<u>ELA.C.15</u>	<u>By the end of the year, read and comprehend increasingly complex informational texts independently and proficiently, including texts in the grades 11-12 complexity range.</u>

Writing

<u>Cluster</u>	<u>Text Types of Purposes</u>
<u>ELA.C.16</u>	<p><u>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u></p> <ul style="list-style-type: none"> • <u>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.</u> • <u>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</u> • <u>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.</u> • <u>Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences events, setting, and/or characters.</u> • <u>Provide a purposeful resolution or deliberate lack thereof (e.g. a cliffhanger) that follows from and reflects on what is experienced and/or observed over the course of the narrative.</u>
<u>ELA.C.17</u>	<u>Write poems to develop real or imagined experiences, events, topics, or ideas using effective technique, and well-chosen details.</u>

	<ul style="list-style-type: none"> • <u>Use and evaluate a variety of techniques, structures, and styles that build on one another to create a coherent whole and build toward a particular tone and outcome.</u> • <u>Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences events, setting, and/or characters.</u> • <u>Use precise language, domain-specific vocabulary, and figurate language to manage the complexity of the topic.</u>
<u>ELA.C.18</u>	<p><u>Write short works of drama to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</u></p> <ul style="list-style-type: none"> • <u>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.</u> • <u>Use narrative techniques, such as dialogue, pacing, description, stage-directions, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</u> • <u>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.</u> • <u>Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences events, setting, and/or characters.</u> • <u>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</u> • <u>Demonstrate and apply knowledge of elements of drama in creation of an original work.</u>
<u>ELA.C.19</u>	<p><u>Write arguments to support claims in an analysis of prose, poetry or drama, using valid reasoning and relevant and sufficient evidence.</u></p> <ul style="list-style-type: none"> • <u>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.</u> • <u>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.</u> • <u>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.</u> • <u>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.</u> • <u>Provide a concluding statement or section that follows from and supports the argument presented.</u>
<u>ELA.C.20</u>	<p><u>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.</u></p> <ul style="list-style-type: none"> • <u>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, graphics, and multimedia when useful to aid comprehension.</u> • <u>Evaluate the topic thoroughly by selecting the most significant and relevant facts,</u>

	<p><u>extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</u></p> <ul style="list-style-type: none"> • <u>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.</u> • <u>Use precise language, domain-specific vocabulary, and techniques such as figurative language and analogy to manage the complexity of the topic.</u> • <u>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.</u> • <u>Provide a concluding statement or section that follows from and supports the information or explanation presented.</u>
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	<u>Production and Distribution of Writing</u>
<u>ELA.C.21</u>	<u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</u>
<u>ELA.C.22</u>	<u>Develop and strengthen writing as needed by planning, revising, trying a new approach, or editing, demonstrating a command of Language standards up to and including the current grade level and focusing on addressing what is most significant for a specific purpose and audience.</u>
<u>ELA.C.23</u>	<u>Use technology, to produce, publish, and update individual or shared writing products in response to ongoing feedback.</u>

	<u>Research to Build and Present Knowledge</u>
<u>ELA.C.24</u>	<u>Conduct ongoing research to carefully examine and/or evaluate an aspect of a literary work; narrow or broaden the inquiry when appropriate; synthesize multiple sources, demonstrating understanding of the work under investigation.</u>
<u>ELA.C.25</u>	<u>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 (MLA or APA).</u>

	<u>Range of Writing</u>
<u>ELA.C.26</u>	<p><u>Write routinely over extended time frames (for research, reflection, and/or revision) and shorter time frames for a range of tasks, purposes, and audiences.</u></p> <p><u>Maintain multiple drafts and revisions of original works to reflect growth and development in the writer’s craft over time.</u></p>

Speaking/Listening

	<u>Comprehension and Collaboration</u>
<u>ELA.C.27</u>	<p><u>Initiate and effectively participate in a range of collaborative discussions with diverse partners including one-on-one, small group, and teacher-led on grade level topics, texts, and issues, building on others’ ideas and expressing ideas clearly and persuasively.</u></p> <ul style="list-style-type: none"> • <u>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.</u>

	<ul style="list-style-type: none"> • <u>Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles.</u> • <u>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.</u> • <u>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.</u>
<u>ELA.C.28</u>	<u>Integrate multiple sources of information presented in diverse formats and media in order to examine and/or evaluate an aspect of a literary work, evaluating the credibility and accuracy of each source and analyzing any discrepancies among the data.</u>
<u>ELA.C.29</u>	<u>Evaluate a speaker’s point of view, reasoning, and uses of evidence and language, in order to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used among multiple speakers; give thoughtful feedback and accept feedback graciously.</u>

	<u>Presentation of Knowledge and Ideas</u>
<u>ELA.C.30</u>	<u>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.</u>
<u>ELA.C.31</u>	<u>Make strategic and engaging use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</u>
<u>ELA.C.32</u>	<u>Adapt speech to a variety of contexts and tasks, demonstrating command of Language standards up to and including the current grade level as well as formal English, when indicated or appropriate.</u>

Language

	<u>Conventions of Standard English</u>
<u>ELA.C.33</u>	<u>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</u> <ul style="list-style-type: none"> • <u>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</u> • <u>Resolve issues of complex or contested usage, consulting references as needed.</u>
<u>ELA.C.34</u>	<u>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</u>

	<u>Knowledge of Language</u>
<u>ELA.C.35</u>	<u>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.</u> <ul style="list-style-type: none"> • <u>Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</u>

	<u>Vocabulary Acquisition and Use</u>
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<p><u>ELA.C.36</u></p>	<p><u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies.</u></p> <ul style="list-style-type: none"> • <u>Use context as a clue to the meaning of a word or phrase.</u> • <u>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</u> • <u>Consult general and specialized reference materials, 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.</u> • <u>Verify the initial determination of the meaning of a word or phrase.</u>
<p><u>ELA.C.37</u></p>	<p><u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <ul style="list-style-type: none"> • <u>Interpret figures of speech in context and analyze their role in the text.</u> • <u>Analyze nuances in the meaning of words with similar denotations.</u>
<p><u>ELA.C.38</u></p>	<p><u>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.</u></p>

Technical English Language Arts

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success. Students should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts in order to meet college- and career-readiness expectations. Over the course of the entire instructional day, students should be given opportunities to engage with a balance of literary and informational text and to write for a variety of purposes and audiences including an even distribution of argumentative, informative, and narrative writing. Technical English Language Arts is designed to enhance students' communication skills through relevant, industry-specific contexts for reading, writing, speaking/listening, and language. Students engage in rigorous examination of technical and career related texts through real and simulated professional discourse experiences. If a county chooses to use Technical English Language Arts as a fourth course option, text complexity and language expectations should follow from the progression of the eleventh grade level standards. The following chart highlights the college- and career-readiness indicators that will be developed in this course:

College- and Career-Readiness Indicators for Technical English Language Arts	
Reading	Writing
<ul style="list-style-type: none"> • <u>Evaluate perspectives and word choices as presented in industry-related texts.</u> • <u>Read and engage with informational texts (technical, industry-related) and relevant literary texts that examine appropriate ideas and themes while using central ideas and evidence to support summaries and industry-related writing experiences.</u> 	<ul style="list-style-type: none"> • <u>Write routinely in a variety of real-world, industry-specific contexts for real or simulated purposes.</u> • <u>Write relevant argumentative pieces using claims and counterclaims based on research-based evidence to defend a position.</u> • <u>Write professional communications, narratives, and informative texts in order to convey information to a variety of audiences.</u>
Speaking/Listening	Language
<ul style="list-style-type: none"> • <u>Engage effectively in real or industry-simulated discussions that employ research, civility, and appropriate persuasive/ informative techniques.</u> • <u>Present information or proposals in real or industry-simulated experiences that include multiple perspectives/ view points and effective supporting evidence.</u> 	<ul style="list-style-type: none"> • <u>Understand and use complex phrases and vocabulary industry-specific terminology; use a range of techniques to determine a word's meaning.</u> • <u>Use proper spelling, capitalization, and punctuation in written texts; demonstrate knowledge of Standard English conventions when speaking and writing.</u>

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	
<u>Key Ideas and Details</u>	<u>1-3</u>

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<u>Craft and Structure</u>	<u>4-8</u>
<u>Integration of Knowledge and Ideas</u>	<u>9-12</u>
<u>Range of Reading and Text Complexity</u>	<u>13</u>
<u>Writing</u>	
<u>Text Types and Purposes</u>	<u>14-20</u>
<u>Production and Distribution of Writing</u>	<u>21-23</u>
<u>Research to Build and Present Knowledge</u>	<u>24-26</u>
<u>Range of Writing</u>	<u>27</u>
<u>Speaking & Listening</u>	
<u>Comprehension and Collaboration</u>	<u>28-31</u>
<u>Presentation of Knowledge and Ideas</u>	<u>32-34</u>
<u>Language</u>	
<u>Conventions of Standard English</u>	<u>35-36</u>
<u>Knowledge of Language</u>	<u>37</u>
<u>Vocabulary Use and Acquisition</u>	<u>38-40</u>

Reading

<u>Cluster</u>	<u>Key Ideas and Details</u>
<u>ELA.TE.1</u>	<u>Cite strong and thorough textual evidence to support analysis of what informational and relevant literary texts say explicitly as well as inferences drawn from the texts, including determining where and why the text leaves matters uncertain.</u>
<u>ELA.TE.2</u>	<u>Determine two or more central ideas in informational and relevant literary texts 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 text.</u>
<u>ELA.TE.3</u>	<u>Read and analyze complex technical texts and relevant literary text and media and explain how specific individuals, ideas, or events interact and develop over the course of the text(s).</u>

<u>Cluster</u>	<u>Craft and Structure</u>
<u>ELA.TE.4</u>	<u>Determine the meaning of words and phrases as they are used in a variety of texts, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning, tone, and effective and concise communication.</u>
<u>ELA.TE.5</u>	<u>Analyze how an author’s choices concerning structure, genre, and style contribute to the text’s overall meaning and impact on intended audience.</u>
<u>ELA.TE.6</u>	<u>Analyze and defend a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g. statistical representations, propaganda, bias).</u>
<u>ELA.TE.7</u>	<u>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.</u>
<u>ELA.TE.8</u>	<u>Determine an author’s point of view, purpose, and tone in informational and relevant literary text in which the rhetoric is particularly effective, analyzing how style and</u>

	<u>content contribute to the impact and persuasiveness of the text.</u>
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Cluster	Integration of Knowledge and Ideas
<u>ELA.TE.9</u>	<u>Analyze multiple interpretations or perspectives on an idea, event, or process while critically evaluating how each version interprets the original idea, event, or process.</u>
<u>ELA.TE.10</u>	<u>Engage with a broad range of foundational and current texts centered on a similar topic (such as industry standards, market/trends, or industry-specific topics).</u>
<u>ELA.TE.11</u>	<u>Evaluate, synthesize, and integrate multiple forms of technical data (e.g. statistics, graphics, visuals, charts/graphs) in order to address a question or solve a problem.</u>
<u>ELA.TE.12</u>	<u>Analyze historically significant foundational documents for their impact on industry, market, innovation, and application to the career field.</u>

Cluster	Range of Reading and Text Complexity
<u>ELA.TE.13</u>	<u>By the end of the year, read and comprehend informational and literary texts in the grades 11-12 text complexity range independently and proficiently.</u>

Writing

Cluster	Text Types and Purposes
<u>ELA.TE.14</u>	<u>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and sufficient, relevant evidence that utilize all parts of an argument effectively while employing formal style, appropriate word choice, and objectivity with clarity and cohesion; arguments should include a clear introduction and conclusion.</u>
<u>ELA.TE.15</u>	<u>Compose authentic, career-related arguments or proposals that evaluate and compare for specific purposes and audiences while employing effective and appropriate argumentative/persuasive techniques.</u>
<u>ELA.TE.16</u>	<u>Write cohesive informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content while adding multimedia as needed.</u> <ul style="list-style-type: none"> • <u>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.</u> • <u>Maintain formal style and contain precise language, domain-specific vocabulary, transitions, introduction, and conclusion.</u>
<u>ELA.TE.17</u>	<u>Compose authentic, career-related informative/explanatory texts to support the use of analytical summaries, process writing, and basic technical reports while integrating pictorial and statistical data.</u>
<u>ELA.TE.18</u>	<u>Write narratives to communicate experiences or reflection using anecdotal evidence, chronological or other sequencing as well as descriptive, precise, sensory language and details; establish a clear speaker, organization, tone, outcome, and characters (when necessary).</u>
<u>ELA.TE.19</u>	<u>Compose professional communications that convey ideas, reflections, problem solving, and conflict resolution between industry and consumer while utilizing successful narrative techniques.</u>
<u>ELA.TE.20</u>	<u>Compose clear, accurate, concise personal professional documents that represent employability skills and experience of a workforce candidate such as letter of introduction, resume, performance evaluations, and goals.</u>

Cluster	Production and Distribution of Writing
<u>ELA.TE.21</u>	<u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>
<u>ELA.TE.22</u>	<u>Develop and strengthen writing as needed by planning, revising, and editing, trying a new approach when needed, demonstrating command of language standards up to and including the current grade level and focusing on addressing what is most significant for a specific purpose and audience.</u>
<u>ELA.TE.23</u>	<u>Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</u>

Cluster	Research to Build and Present Knowledge
<u>ELA.TE.24</u>	<u>Conduct sustained research projects as an individual and team to answer a self-generated question or industry-specific problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, and demonstrate understanding of the subject under investigation.</u>
<u>ELA.TE.25</u>	<u>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 the industry-preferred standard format for citation (e.g., MLA, APA, Chicago, etc.).</u>
<u>ELA.TE.26</u>	<u>Draw evidence from literary, technical, and informational texts, interviews, and other bodies of research to support industry-related inquiry, analysis, and reflection. Apply Technical English Language Arts reading standards.</u>

Cluster	Range of Writing
<u>ELA.TE.27</u>	<u>Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences.</u>

Speaking/Listening

Cluster	Comprehension and Collaboration
<u>ELA.TE.28</u>	<p><u>Initiate and effectively participate in a range of collaborative discussion with diverse partners including one-on-one, small group, teacher-led, and simulated or real industry-level conversations and company meetings on grade level appropriate and industry relevant topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.</u></p> <ul style="list-style-type: none"> • <u>Come to discussions prepared; explicitly draw on evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</u> • <u>Work with peers to promote civil, democratic discussions and decision-making, establish norms and roles, and set clear goals and deadlines.</u> • <u>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. Resolve contradictions when possible. Determine next steps necessary if completing a task.</u>

<u>ELA.TE.29</u>	<u>Build consensus, maintain civility, and accomplish a task or solve a problem collaboratively by setting norms, consequences, goals, roles; establishing dates and work expectations; organizing, collecting and using information.</u>
<u>ELA.TE.30</u>	<u>Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and analyzing any discrepancies among the data.</u>
<u>ELA.TE.31</u>	<u>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.</u>

<u>Cluster</u>	<u>Presentation of Knowledge and Ideas</u>
<u>ELA.TE.32</u>	<u>Present findings, and proposals with 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.</u>
<u>ELA.TE.33</u>	<u>Make strategic use of digital media and physical artifacts as necessary in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</u>
<u>ELA.TE.34</u>	<u>Adapt speech to a variety of contexts, tasks, and real or simulated professional situations, demonstrating command of language standards up to and including current grade level as well as formal English, when indicated or appropriate.</u>

Language

<u>Cluster</u>	<u>Conventions of Standard English</u>
<u>ELA.TE.35</u>	<u>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</u> <ul style="list-style-type: none"> • <u>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</u> • <u>Resolve issues of complex or contested usage, consulting references as needed.</u>
<u>ELA.TE.36</u>	<u>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</u>

<u>Cluster</u>	<u>Knowledge of Language</u>
<u>ELA.TE.37</u>	<u>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 for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</u>

<u>Cluster</u>	<u>Vocabulary Acquisition and Use</u>
<u>ELA.TE.38</u>	<u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies.</u> <ul style="list-style-type: none"> • <u>Use context as a clue to the meaning of a word or phrase.</u> • <u>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</u> • <u>Consult general and specialized reference materials, 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.</u>

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	<ul style="list-style-type: none">• <u>Verify the initial determination of the meaning of a word or phrase.</u>
<u>ELA.TE.39</u>	<u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <ul style="list-style-type: none">• <u>Interpret figures of speech in context and analyze their role in the text.</u>• <u>Analyze nuances in the meaning of words with similar denotations.</u>
<u>ELA.TE.40</u>	<u>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.</u>

Transition English Language Arts for Seniors

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success ~~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.

College and Career Readiness Indicators for Transition English for Seniors	
Reading	Writing
<ul style="list-style-type: none"> 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. Read and comprehend increasingly complex texts including texts that fall in the 1185-1385 Lexile range; examine themes, and use textual evidence to support summaries and analysis of literary and informational texts. 	<ul style="list-style-type: none"> 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. Write argumentative pieces that introduce and develop claims and counterclaims fairly; effectively integrate accurate information from reliable sources to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA). Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Speaking/Listening	Language
<ul style="list-style-type: none"> 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. 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 	<ul style="list-style-type: none"> 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. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to

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<p>emphasis, and tone used; give thoughtful feedback and accept feedback graciously.</p> <ul style="list-style-type: none"> • Make strategic and engaging use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 	<p>comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> • Demonstrate knowledge of Standard English conventions when speaking and writing; apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
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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

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	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 Federalist No. 10).
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
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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 <u>literary text of appropriate text complexity for grade 12</u> 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 <u>of appropriate text complexity for grade 12</u> independently and proficiently.

Writing

Cluster	Text Types and Purposes
ELA.T.15	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • Introduce precise, knowledgeable claim(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	<p>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.</p> <ul style="list-style-type: none"> • 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	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • 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

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	<p>sense of mystery, suspense, growth, or resolution.</p> <ul style="list-style-type: none"> • 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.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. <ul style="list-style-type: none"> • 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.

Cluster	Range of Writing
ELA.T.23	Write routinely over extended time frames (time for research, reflection, and/or 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 <u>with diverse partners including</u> (one-on-one, in small groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively. <ul style="list-style-type: none"> • 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

	<p>clear goals and deadlines, and establish individual roles as needed.</p> <ul style="list-style-type: none"> • 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 Language Standards up to and including grade 12TR standards, as well as formal English when indicated or appropriate. (See Transition English Language Arts Language standards for specific expectations.)

Language

Cluster	Conventions of Standard English
ELA.T.30	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Apply the understanding that usage is a matter of convention, can change over time and is sometimes contested. • Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage or Garner's Modern American Usage) as needed.

Cluster	Knowledge of Language
ELA.T.31	<p>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.</p> <ul style="list-style-type: none"> • Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts

	when reading.
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Cluster	Vocabulary Acquisition and Use
ELA.T.32	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • 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	<p>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.</p>

College- and Career- Readiness Standards for Library Media

Introduction

West Virginia's College- and Career-Readiness Standards (WVCCRS) 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 WVCCRS establish a set of knowledge and skills that all individuals need to transition into higher education or into 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.

The West Virginia College- and Career-Readiness Standards for Library Media provide an elective set of standards for the development of media literacy. College- and career-readiness is supported in library media studies as students learn to ethically access, utilize, and create digital media. The standards are designed in grade bands (e.g. K-2, 3-5, 6-8, and 9-12) with a goal of cultivating these skills throughout a student's academic career and challenge them to enhance learning with library and media resources and challenge them to be agents of their own learning.

Explanation of Terms

Library Media Clusters are the broad components that make up a content area; e.g., Information Literacy, Independent Learning, and Social Responsibility.

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

Numbering of the Standards

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

- the content area code (e.g., LM for Library Media),
- the grade band, and
- the standard.

Illustration:

- LM.K-2.1 refers to Library Media, grades K through 2, standard 1.

Library Media Clusters for K-12

Cluster: Information Literacy - At the heart of every successful school library media program is the teaching of effective learning strategies and information literacy skills. The ability to find and use information, information literacy, is the keystone of lifelong learning. A successful school library media program has as its goal the development of capable, creative and responsible lifelong learners. Rather than simply “disseminating” information, school library media programs are centered on the process of learning.

Cluster: Independent Learning - An effective school library media program assists all students in becoming active and creative locators, evaluators, and users of information to solve problems and satisfy their own curiosity. Accessing, evaluating, and using information is the authentic learning that any successful school library media program seeks to promote.

Cluster: Social Responsibility - An effective school library media program assists students to seek information from diverse sources, contexts, disciplines and cultures; to respect the principles of equitable access to information, intellectual freedom, and intellectual property rights; to use technology responsibly; to collaboratively share knowledge and information with others; and to respect others’ ideas and backgrounds and to acknowledge their contributions.

College- and Career-Readiness Indicators for Library Media

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 programmatic level. They correspond to the College- and Career-Readiness Indicators for Library Media by cluster. The College- and Career-Readiness Indicators and grade band specific standards are necessary complements that together define the skills and understandings that all students must demonstrate.

Library Media K-2

Students in kindergarten through grade 2 will advance through an integrated, developmentally appropriate progression of standards. In these earliest grades students are exposed to library resources through real-world application that will enhance the learning process. Young children learn best through interactions with their caregivers, teachers, and other children. While it is important to begin their exposure to the variety of media that surrounds them, it is essential that this exposure be carefully guided to support children's imagination, creativity, and thinking skills. These standards encourage the use of library resources as a support for other varied types of learning students experience in other areas. By the end of the 2nd grade, students should demonstrate competency in all Library Media K-2 standards. The following chart highlights the components of library media that will be developed in grades K-2.

College- and Career-Readiness Indicators for Library Media Grades K-2	
Information Literacy	
<ul style="list-style-type: none"> • <u>Use a variety of age-appropriate library media resources to enhance the learning process.</u> • <u>Explore library media resources and the role of the school/public library and librarians as community resources for free and open access to information.</u> 	
Independent Learning	Social Responsibility
<ul style="list-style-type: none"> • <u>Explore authors and/or topics of personal interest using a variety of library media resources.</u> • <u>Explore the information available and purposes for using a variety of library media resources.</u> 	<ul style="list-style-type: none"> • <u>Demonstrate good library citizenship including rules of behavior and proper use and treatment of library media resources.</u> • <u>Respectfully acknowledge ownership of work created by self and others.</u>

Cluster	Information Literacy
<u>LM.K-2.1</u>	<u>Acquire and accurately use grade-appropriate library and book terms.</u>
<u>LM.K-2.2</u>	<u>With support, apply number sense and knowledge of alphabetical order to locate books and other resources in the library moving toward independence by the end of grade 2.</u>
<u>LM.K-2.3</u>	<u>Demonstrate understanding of the process of selecting, checking out, and returning library materials.</u>
<u>LM.K-2.4</u>	<u>With guidance, explore online resources using a variety of databases or an online public access catalog, to find materials and information on topics of personal and academic interest.</u>
<u>LM.K-2.5</u>	<u>Explore the role of the school/public library and librarians as community resources for free and open access to information.</u>

Cluster	Independent Learning
<u>LM.K-2.6</u>	<u>Explore authors and/or topics of personal interest using library resources, including print, non-print, and digital to encourage the growth of life-long independent reading.</u>
<u>LM.K-2.7</u>	<u>Select works from a variety of genres and formats for enjoyment or to seek information.</u>
<u>LM.K-2.8</u>	<u>Answer adult-directed and self-generated questions using print, non-print, and digital resources.</u>
<u>LM.K-2.9</u>	<u>Explore the information available in and purposes for using a variety of print, non-print, and digital resources.</u>

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<u>LM.K-2.10</u>	<u>Act on the feedback of others, solicited and unsolicited, to make adjustments or improvements on a selection, product, or approach.</u>
<u>LM.K-2.11</u>	<u>With support, craft and deliver constructive feedback to help others make adjustments or improvements on a selection, product, or approach.</u>
<u>LM.K-2.12</u>	<u>Seek information from diverse sources, contexts, disciplines and cultures to increase understanding of topics and themes.</u>

Cluster	Social Responsibility
<u>LM.K-2.13</u>	<u>Demonstrate good library citizenship including rules of behavior and proper use and treatment of print materials and electronic resources.</u>
<u>LM.K-2.14</u>	<u>Respectfully acknowledge ownership of work created by self and others (e.g., differentiating between copying and retelling in their own words).</u>
<u>LM.K-2.15</u>	<u>With support and as grade appropriate, demonstrate understanding of copyright and acceptable use.</u>
<u>LM.K-2.16</u>	<u>Discuss the importance of free and open access to information for everyone as well as situations or conditions where information is controlled or limited.</u>

Library Media 3-5

Students in grades 3 through 5 will advance through an integrated, developmentally appropriate progression of standards. In these intermediate grades students are exposed to library resources through real-world application that will enhance the learning process. Children learn best through interactions with their caregivers, teachers, and other children. While it is important to continue their exposure to the variety of media that surrounds them, it is essential that this exposure be carefully guided to support children's imagination, creativity, and thinking skills. These standards encourage the use of library resources as a support for other varied types of learning students experience in other areas. By the end of the 5th grade, students should demonstrate competency in all Library Media 3-5 standards. The following chart highlights the components of library media that will be developed in grades 3-5.

<u>College- and Career-Readiness Indicators for Library Media Grades 3-5</u>	
<u>Information Literacy</u>	
<ul style="list-style-type: none"> • <u>Locate books and other library resources independently and efficiently.</u> • <u>Use an online public access catalog (OPAC) to find materials and information on topics of personal or academic interest.</u> 	
<u>Independent Learning</u>	<u>Social Responsibility</u>
<ul style="list-style-type: none"> • <u>Independently investigate areas of personal or academic interest and answer self-generated questions using a variety of resources.</u> • <u>Gather information in a timely, safe, and responsible manner from a variety of resources; with guidance and support, validate sources based on relevancy, appropriateness, currency, authority, and bias.</u> 	<ul style="list-style-type: none"> • <u>Explain and demonstrate understanding of the importance of safe, legal and responsible use of technology; identify potential consequences of unethical, unsafe, and inappropriate behavior.</u> • <u>Acknowledge and respect the rights of others to express their views and perspectives and have free access to information through library materials.</u>

<u>Cluster</u>	<u>Information Literacy</u>
<u>LM.3-5.1</u>	<u>Acquire and accurately use grade-appropriate library and book terms.</u>
<u>LM.3-5.2</u>	<u>Apply number sense and knowledge of alphabetical order to locate books and other resources independently and efficiently.</u>
<u>LM.3-5.3</u>	<u>Demonstrate understanding of the process of selecting, checking out, and returning library materials.</u>
<u>LM.3-5.4</u>	<u>Use a visual or keyword search to find materials and information on topics of personal and academic interest in a variety of databases or an online public access catalog.</u>
<u>LM.3-5.5</u>	<u>Explain the role of the school/public library and librarians as community resources for free and open access to information.</u>

<u>Cluster</u>	<u>Independent Learning</u>
<u>LM.3-5.6</u>	<u>Compare and contrast the characteristics of award winning works, including print, non-print, and digital to encourage the growth of life-long independent reading.</u>
<u>LM.3-5.7</u>	<u>Identify and explore a variety of tools and strategies to navigate personal and academic reading tasks.</u>
<u>LM.3-5.8</u>	<u>Independently identify and investigate areas of personal or academic interest and</u>

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	<u>answer self-generated questions using a variety of print, non-print, and digital resources.</u>
<u>LM.3-5.9</u>	<u>Gather information in a timely, safe, and responsible manner from a variety of print, non-print, and digital resources; with guidance and support, validate sources based on relevancy, appropriateness, currency, authority, and bias.</u>
<u>LM.3-5.10</u>	<u>Act on the feedback of others, solicited and unsolicited, to make adjustments or improvements on a selection, product, or approach.</u>
<u>LM.3-5.11</u>	<u>Craft and deliver constructive feedback to help others make adjustments or improvements on a selection, product, or approach.</u>
<u>LM.3-5.12</u>	<u>Construct and answer questions related to diverse cultures using library resources.</u>

Cluster	Social Responsibility
<u>LM.3-5.13</u>	<u>Explain and demonstrate understanding of the importance of safe, legal and responsible use of technology; identify potential consequences of unethical, unsafe, and inappropriate behavior.</u>
<u>LM.3-5.14</u>	<u>Respectfully acknowledge ownership of work created by self and others (e.g. list bibliographical information when referring to another’s work, craft bibliographical information for own work).</u>
<u>LM.3-5.15</u>	<u>Demonstrate understanding of copyright and acceptable use.</u>
<u>LM.3-5.16</u>	<u>Acknowledge and respect the rights of others (locally and globally) to express their views and perspectives and have free access to information through library materials.</u>

Library Media 6-8

Students in grades 6 through 8 will advance through an integrated, developmentally appropriate progression of standards. In these middle grades students are exposed to an increasing range of library resources through real-world application that will enhance the learning process. Middle grades students learn best through interactions teachers, peers, and other adults. While it is important to continue their exposure to the variety of media that surrounds them, it is essential that this exposure be carefully guided to support students' imagination, creativity, and thinking skills. These standards encourage the use of library resources as a support for other varied types of learning students experience in other areas. By the end of the 8th grade, students should demonstrate competency in all Library Media 6-8 standards. The following chart highlights the components of library media that will be developed in grades 6-8.

<u>College- and Career-Readiness Indicators for Library Media Grades 6-8</u>	
<u>Information Literacy</u>	
<ul style="list-style-type: none"> <u>Independently access and explore online resources to find materials on topics of personal and academic interest.</u> <u>Identify and craft solutions to problems within the school and/or community using libraries and librarians as resources for free and open access to information.</u> 	
<u>Independent Learning</u>	<u>Social Responsibility</u>
<ul style="list-style-type: none"> <u>Independently identify and explore career options of personal interest and answer self-generated questions using a variety of resources.</u> <u>Act on the feedback of others, asking clarifying questions when needed to make adjustments or improvements on a selection, product, or approach.</u> 	<ul style="list-style-type: none"> <u>Respectfully acknowledge ownership of work created by self and others following a standard format to create bibliographies.</u> <u>Acknowledge and respect the rights of others (locally and globally) to express their views and perspectives and have free access to information through library materials.</u>

<u>Cluster</u>	<u>Information Literacy</u>
<u>LM.6-8.1</u>	<u>Acquire and accurately use grade-appropriate library and book terms.</u>
<u>LM.6-8.2</u>	<u>Demonstrate understanding that the library is arranged in a system based on alphabetical and numerical order by searching an online catalog and making personal selections independently and efficiently.</u>
<u>LM.6-8.3</u>	<u>Demonstrate understanding of the process of selecting, checking out, and returning library materials.</u>
<u>LM.6-8.4</u>	<u>Explore advanced search strategies to find materials on topics of personal and academic interest using a variety of databases or an online public access catalog.</u>
<u>LM.6-8.5</u>	<u>Identify and craft solutions to problems within the school and/or community using libraries and librarians as resources for free and open access to information.</u>

<u>Cluster</u>	<u>Independent Learning</u>
<u>LM.6-8.6</u>	<u>Explain reason(s) for selecting specific works from a variety of genres and formats, including print, non-print, and digital.</u>
<u>LM.6-8.7</u>	<u>Apply a variety of tools and strategies to navigate personal and academic reading tasks.</u>
<u>LM.6-8.8</u>	<u>Independently identify and explore career options of personal interest and answer self-</u>

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	<u>generated questions using a variety of print, non-print, and digital resources.</u>
<u>LM.6-8.9</u>	<u>Gather relevant information from multiple sources to answer questions, record and organize information in an effective manner; validate sources based on relevancy, appropriateness, currency, authority, and bias.</u>
<u>LM.6-8.10</u>	<u>Act on the feedback of others, solicited and unsolicited, asking clarifying questions when needed to make adjustments or improvements on a selection, product, or approach.</u>
<u>LM.6-8.11</u>	<u>Craft and deliver constructive feedback including clarifying questions to help others make adjustments or improvements on a selection, product, or approach.</u>
<u>LM.6-8.12</u>	<u>Construct and answer questions related to diverse cultures using library resources to participate in collaborative small or whole group discussions.</u>

<u>Cluster</u>	<u>Social Responsibility</u>
<u>LM.6-8.13</u>	<u>Explain and demonstrate understanding of the importance of safe, legal and responsible use of technology and identify potential consequences of unethical, unsafe, and inappropriate behavior.</u>
<u>LM.6-8.14</u>	<u>Respectfully acknowledge ownership of work created by self and others following a standard format for citation (MLA or APA) independently or using online tools.</u>
<u>LM.6-8.15</u>	<u>Demonstrate understanding of copyright and fair use, licensing, and acceptable use for personal and academic uses</u>
<u>LM.6-8.16</u>	<u>Acknowledge and respect the rights of others (locally and globally) to express their views and perspectives and have free access to information through library materials.</u>

Library Media 9-12

Students in grades 9 through 12 will advance through an integrated, developmentally appropriate progression of standards. In these secondary grades students are exposed to an increasing range of library resources through real-world application that will enhance the learning process. Secondary grades students learn best through interactions teachers, peers, and other adults. While it is important to continue their exposure to the variety of media that surrounds them, it is essential that this exposure be carefully guided to support students’ imagination, creativity, and thinking skills. These standards encourage the use of library resources as a support for other varied types of learning students experience in other areas. By the end of the 12th grade, students should demonstrate competency in all Library Media 9-12 standards. The following chart highlights the components of library media that will be developed in grades 9-12.

College- and Career-Readiness Indicators for Library Media Grades 9-12	
<u>Information Literacy</u>	
<ul style="list-style-type: none"> <u>Identify and craft solutions to problems within the school and/or community using libraries and librarians as resources for free and open access to information.</u> 	
<u>Independent Learning</u>	<u>Social Responsibility</u>
<ul style="list-style-type: none"> <u>Gather relevant information from multiple sources to answer questions, record and organize information in an effective manner; validate sources based on relevancy, appropriateness, currency, authority, and bias.</u> <u>Craft and deliver constructive feedback including clarifying questions and possible approaches/strategies to help others make adjustments or improvements on a selection, product, or approach.</u> 	<ul style="list-style-type: none"> <u>Respectfully acknowledge ownership of work created by self and others following a standard format (e.g. MLA or APA) to create bibliographies independently or using online tools.</u> <u>Acknowledge and respect the rights of others (locally and globally) to express their views and perspectives and have free access to information through library materials.</u>

<u>Cluster</u>	<u>Information Literacy</u>
<u>LM.9-12.1</u>	<u>Acquire and accurately use grade-appropriate library and book terms.</u>
<u>LM.9-12.2</u>	<u>Demonstrate understanding that the library is arranged in a system based on alphabetical and numerical order by searching an online catalog and making personal selections independently and efficiently.</u>
<u>LM.9-12.3</u>	<u>Demonstrate understanding of the process of selecting, checking out, and returning library materials.</u>
<u>LM.9-12.4</u>	<u>Apply advanced search strategies to find materials on topics of personal and academic interest using a variety of databases or an online public access catalog.</u>
<u>LM.9-12.5</u>	<u>Identify and craft solutions to problems within the school and/or community using libraries and librarians as resources for free and open access to information.</u>

<u>Cluster</u>	<u>Independent Learning</u>
<u>LM.9-12.6</u>	<u>Independently select works from a variety of genres and formats evaluating each for its ability to advance personal or academic goals.</u>
<u>LM.9-12.7</u>	<u>Evaluate tools and strategies for their usefulness in navigating personal and academic</u>

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	<u>reading tasks.</u>
<u>LM.9-12.8</u>	<u>Independently identify and explore career options of personal interest and answer self-generated questions using a variety of print, non-print, and digital resources.</u>
<u>LM.9-12.9</u>	<u>Gather relevant information from multiple sources to answer questions, record and organize information in an effective manner; validate sources based on relevancy, appropriateness, currency, authority, and bias.</u>
<u>LM.9-12.10</u>	<u>Act on the feedback of others, solicited and unsolicited, asking clarifying questions or trying new strategies/approaches when needed to make adjustments or improvements on a selection, product, or approach.</u>
<u>LM.9-12.11</u>	<u>Craft and deliver constructive feedback including clarifying questions and possible approaches/strategies to help others make adjustments or improvements on a selection, product, or approach.</u>
<u>LM.9-12.12</u>	<u>Construct and answer questions related to diverse cultures using library resources to participate in collaborative small or whole group discussions, including face-to-face and digital discussions.</u>

<u>Cluster</u>	<u>Social Responsibility</u>
<u>LM.9-12.13</u>	<u>Explain and demonstrate understanding of the importance of safe, legal and responsible use of technology and identify potential consequences of unethical, unsafe, and inappropriate behavior.</u>
<u>LM.9-12.14</u>	<u>Respectfully acknowledge ownership of work created by self and others following a standard format for citation (MLA or APA) independently or using online tools.</u>
<u>LM.9-12.15</u>	<u>Apply understanding of copyright and fair use, licensing, and acceptable use for personal and academic uses.</u>
<u>LM.9-12.16</u>	<u>Acknowledge and respect the rights of others (locally and globally) to express their views and perspectives and have free access to information through library materials.</u>

RECOMMENDED FOR REPEAL

**SERIES 44Q
LIBRARY MEDIA CONTENT STANDARDS AND OBJECTIVES
FOR WEST VIRGINIA SCHOOLS (2520.17)**

126CSR44Q

**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

**SERIES 44Q
LIBRARY MEDIA CONTENT STANDARDS AND OBJECTIVES
FOR WEST VIRGINIA SCHOOLS (2520.17)**

§126-44Q-1. General.

1.1. Scope. W. Va. 126CSR42, West Virginia Board of Education 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 2520.17 defines the content standards and objectives for library media 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. December 19, 2005.

1.4. Effective Date. January 18, 2006.

1.5. Repeal of a Former Rule. This is a new rule.

§126-44Q-2. Purpose.

2.1. This policy defines the content standards (or instructional goals) and objectives for the program of study required by Policy 2510 in library media.

§126-44Q-3. Incorporation by Reference.

3.1. A copy of Library Media Content Standards and Objectives for West Virginia Schools is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office of Instructional Services.

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

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

Explanation of Terms

Content Standards are broad descriptions of what students should know and be able to do in a content area. Content standards describe what students' knowledge and skills should be at the end of a K-12 sequence of study.

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

Performance Descriptors describe in narrative format how students demonstrate achievement of the content standards. Five performance levels have been proposed for West Virginia: distinguished, above mastery, mastery, partial mastery and novice. A general description of each of these categories is listed below:

- **Distinguished:** A student at this level has demonstrated exceptional and exemplary performance. The work shows a distinctive and sophisticated application of knowledge and skills that go beyond course or grade level expectations.
- **Above Mastery:** A student at this level has demonstrated competent and proficient performance and exceeds the standard. The work shows a thorough and effective application of knowledge and skills.
- **Mastery:** A student at this level has demonstrated fundamental knowledge and skills that meet the standard. The work is accurate, complete and fulfills all requirements. The work shows solid academic performance at the course or grade level.
- **Partial Mastery:** A student at this level has partially demonstrated fundamental knowledge and skills toward meeting the standard. The work shows basic but inconsistent application of knowledge and skills characterized by errors and/or omissions. Performance needs further development.
- **Novice:** A student at this level has not demonstrated the fundamental knowledge and skills needed to meet the standard. Performance at this level is fragmented and/or incomplete and needs considerable development.

Performance Descriptors serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills they are building in their students. Performance levels and descriptors are also used to categorize and explain student performance on statewide assessment instruments.

Numbering of Standards

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

- The content area code is LM for Library Media;
- The letter S, for Standard; and
- The standard number.

Illustrations: LM.S.1 refers to Library Media content standard #1.

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Numbering of Objectives

The number of each objective is composed of four parts, each part separated by a period:

- The content area code or course code;
- The grade level (An exception is elementary West Virginia Studies, which uses WV instead of grade level);
- The number of the content standard addressed; and
- The objective number.

Illustrations: LM.6.2.3 refers to a Library Media sixth grade objective that addresses standard #2, Independent Learning, and that is the third objective listed under that standard.

Numbering of Performance Descriptors

The number for each group of five performance descriptors is composed of four parts, each part separated by a period:

- The content area or course code;
- The letters PD, for Performance Descriptors;
- The grade level (See exception noted above for grade level under numbering of objectives); and
- The standard number.

Illustration: LM.PD.9.2 refers to Library Media performance descriptors for ninth grade, content standard 2.

Unique Electronic Numbers (UENs)

Unique Electronic Numbers (or UENs) are numbers that help to electronically identify, categorize and link specific bits of information. Once Policy 2520.17 is available on the Web, each standard, each objective, and each group of three performance descriptors will have a Unique Electronic Number (UEN) that will always remain the same.

The codes printed in Policy 2520.17 form the basis of the UENs. The only additional set of numbers that will be added to each code to formulate its UEN will be a prefix that indicates the year and month that a particular version of Policy 2520.17 is approved by the State Board of Education

The prefix for the UENs in each content area in Policy 2520.17 is noted at the top of each page containing standards, objectives and performance descriptors. As sections of 2520.17 are revised, UENs will be changed to reflect the new approval date.

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

Illustration: The UEN for performance descriptors for fifth grade science, standard #2 will be "200302.SS.PD.5.2".

Abbreviations

Content Area

LM	Library Media
LMC	Library Media Center
OPAC	Online Public Access Catalog

Other Abbreviations

PD	Performance Descriptors
S	Standard (Content Standard)

LIBRARY MEDIA - POLICY 2520.17

The West Virginia Library Media Program of Study sets forth the expectations for library media study for all West Virginia students in elementary, middle, junior high and high schools. The curriculum is designed to address the needs of all students engaged in the study and application of library media.

The Library Media Content Standards, Objectives, and Performance Descriptors provide leadership for the local establishment of standards for optimal learning experiences in library media for students in West Virginia schools. They are designed to provide guidance for the development of district library media curricula, the selection of instructional materials, the evaluation of students' learning, and in-service and pre-service professional development programs. Library media specialists at local schools are responsible for developing a scope and sequence and for selecting the specific content and learning activities that will lead students to a high level of knowledge and skill in the area of library media. Library media specialists must collaborate regularly with teachers and other members of the learning community to develop curricular content that integrates information literacy skills, to plan instructional activities and to identify resources that support and enhance the curriculum. It is imperative, therefore, that all library media specialists select learning activities which are appropriate for students of differing ages, interests and experiences.

The instructional objectives are organized around three goals of library media.

1. Information Literacy

At the heart of every successful school library media program is the teaching of effective learning strategies and information literacy skills. The ability to find and use information, information literacy, is the keystone of lifelong learning. A successful school library media program has as its goal the development of capable, creative and responsible lifelong learners. Rather than simply "disseminating" information, school library media programs are centered on the process of learning.

2. Independent Learning

An effective school library media program assists all students in becoming active and creative locators, evaluators, and users of information to solve problems and satisfy their own curiosity. Accessing, evaluating, and using information is the authentic learning that any successful school library media program seeks to promote.

3. Social Responsibility

An effective school library media program assists students to seek information from diverse sources, contexts, disciplines and cultures; to respect the principles of equitable access to information, intellectual freedom, and intellectual property rights; to use technology responsibly; to collaboratively share knowledge and information with others; and to respect others' ideas and backgrounds and to acknowledge their contributions.

Promotion of information literacy is crucial to help students achieve state standards, as well as to face the increasingly complicated world ahead. West Virginia School Library Media Standards and Objectives are supported by Information Literacy Standards for Student Learning published by the American Association of School Librarians (AASL) and Association for Educational Communications and Technology (AECT), and *Information Power: Building Partnerships for Learning* published by the American Library Association (ALA). Other references that support the development of these standards and objectives are those of other states – including Wisconsin, Louisiana, Ohio, Nebraska and Minnesota – as well as national research findings.

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The state library media content standards are based on the following beliefs:

- Library media study begins with promoting and reinforcing students' interests and abilities in reading, listening, and viewing. Reading, supported by a variety of media formats, is the foundation for a student's educational success. The core abilities of reading, viewing and listening combine with communication and writing to form the basis for developing information literacy skills. Books continue to constitute the major holdings of a library media center. Balance among and integration of traditional and electronic resources provides an optimal information environment.
- Library media study expands to include fostering the wide range of information concepts, strategies, and abilities students must master to profit from the global resources that are quite literally at their fingertips.
- Library media study includes developing the full range of abilities that students need to interact effectively with information and to construct meaningful knowledge:
 - analyzing complex and conflicting presentations of information
 - appreciating the variety of perspectives offered by individual viewpoints, scholarly disciplines, and cultural understandings
 - using information competently in critical thinking, decision making, and problem solving
 - producing new information and creating products and presentations that communicate ideas efficiently and effectively
 - acting responsibly in regard to information, particularly with respect to the difficult issues of intellectual freedom, equitable access to information, and intellectual property rights
 - developing into lifelong learners who can assimilate varying viewpoints, accommodate change, and contribute to the well being of the community.
- *No Child Left Behind* puts special emphasis on determining what educational programs and practices have been proven effective through rigorous scientific research. Quality school library media programs make a difference in student achievement. (Library Research Service, 2000).

West Virginia's vision for education includes the integration of technology throughout the curriculum so that all West Virginia students have the opportunity to develop technology skills that support learning. Successful learning environments provide opportunities for students to use education technology interwoven with relevant curriculum content. West Virginia teachers are responsible for integrating technology appropriately in the students' learning environment.

The use of technology in the library media center is especially critical. As technology advances, the ability to access information quickly and efficiently is critical to prepare students for real world applications. County boards of education should commit to meeting the continuing need for current technology and technology applications for library media specialists and students. An automated library including a networked school-wide electronic catalog and electronic research databases are essential to an effective school library media program. Computer software, audio and video media, along with Internet sites, provide students opportunities to access information both for schoolwork and for lifelong personal enrichment; therefore, county boards of education should commit to meet this need for school library media centers, library media specialists and students.

Library Media Content Standards K-12

Standard 1: Information Literacy (LM.S.1)

Students will become information literate by:

- accessing information efficiently and effectively;
- evaluating information critically and competently;
- using information accurately and creatively.

Standard 2: Independent Learning (LM.S.2)

Students will become independent learners by:

- being information literate and pursuing information related to personal interests;
- appreciating literature and other creative expressions of information;
- striving for excellence in information seeking and knowledge generation.

Standard 3: Social Responsibility (LM.S.3)

Students will develop social responsibility and contribute positively to the learning community and society by:

- being information literate and recognizing the importance of information to a democratic society;
- practicing ethical behavior in regard to information and information technology;
- participating effectively in groups to pursue and generate information.

Kindergarten Library Media Programs and Information Literacy

Standard 1: Information Literacy (LM.S.1)

Students will become information literate by

- accessing information efficiently and effectively;
- evaluating information critically and competently;
- using information accurately and creatively.

Information Literacy Objectives

Students will:

LM.K.1.1 recognize library and book terms (e.g., title, author, illustrator, cover, spine and pages).

LM.K.1.2 recognize print, non-print and electronic resources (e.g., books, newspapers, magazines, CD software).

LM.K.1.3 recognize ABC order.

Performance Descriptors (LM.PD.K.1)

▪ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information Literacy. The student explains library and book terms in both print and non-print format. He/she independently applies ABC order.

▪ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Information Literacy. The student identifies library and book terms in both print and non-print format. He/she effectively applies ABC order.

▪ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Information Literacy. The student recognizes library and book terms in both print and non-print format. He/she generally applies ABC order.

▪ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Information Literacy. The student occasionally recognizes library and book terms in both print and non-print format. He/she demonstrates limited use of ABC order.

▪ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Information Literacy. Performance needs considerable development. The student, with assistance, recognizes some library and book terms in both print and non-print format. He/she sporadically demonstrates ABC order.

Standard 2: Independent Learning (LM.S.2)

Students will become independent learners by

- being information literate and pursuing information related to personal interests;
- appreciating literature and other creative expressions of information;
- striving for excellence in information seeking and knowledge generation.

Independent Learning Objectives

Students will:

LM.K.2.1 tell the purpose and activities of the Library Media Center [LMC] (e.g. types of materials, circulation, procedures, storytelling).

LM.K.2.2 select and check out books on an appropriate level.

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- LM.K.2.3 identify good library citizenship including proper use and treatment of print materials and electronic equipment.
- LM.K.2.4 identify story elements (e.g., characters, setting, beginning, middle, end) and make predictions about a story.
- LM.K.2.5 listen and respond to various types of literature (e.g., nursery rhymes, fairy tales, poetry, make believe and factual materials).

Performance Descriptors (LM.PD.K.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Independent Learning. The student elaborates in detail on the activities within the LMC. The student produces visual illustrations of good library citizenship. He/she discusses and applies story elements in various literary genres, including his/her own work.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Independent Learning. The student explains the activity of the LMC. He/she tells, in his/her own words, good library citizenship. The student consistently identifies and responds to story elements in various types of literary genres.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate performance that meets the standard in Independent Learning. The student names the activities associated with the LMC. He/she identifies good library citizenship. The student identifies story elements and responds to various types of literary genres.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Independent Learning. With assistance, the student names the activities associated with the LMC. He/she occasionally recognizes good library citizenship. The student, with prompts, notices story elements and partially responds to various types of literary genres.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Independent Learning. Performance needs considerable development. With considerable assistance, the student names activities associated with the LMC. He/she rarely recognizes good library citizenship. The student seldom finds story elements or rarely responds to various types of literature.

Standard 3: Social Responsibility (LM.S.3)

Students will develop social responsibility and contribute positively to the learning community and society by

- being information literate and recognizing the importance of information to a democratic society;
- practicing ethical behavior in regard to information and information technology;
- participating effectively in groups to pursue and generate information.

Social Responsibility Objectives

Students will:

- LM.K.3.1 acknowledge the right of classmates to express opinions of their own.
- LM.K.3.2 acknowledge ownership of one's work.
- LM.K.3.3 illustrate and share information for teacher publication (e.g., class book, class story, picture book).

Performance Descriptors (LM.PD.K.3)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Social Responsibility. The student shares insightful opinions and assesses the merit of the opinions of others. He/she recognizes and explains to others an individual's right of ownership of created works. The student enhances his/her illustrations and shares cohesive information for teacher publication.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Social Responsibility. The student independently recognizes an individual's right of ownership of created works. He/she presents detailed illustrations and shares detailed information for librarian publication.
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Social Responsibility. The student shares his/her opinions with classmates and accepts opinions of others. He/she identifies his/her work on a regular basis. The student illustrates and shares information for teacher publication.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Social Responsibility. The student inconsistently shares his/her opinions with classmates and accepts the opinions of others. He/she inconsistently demonstrates the concept of ownership of his/her work. The student inconsistently illustrates and shares information for teacher publication.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Social Responsibility. Performance needs considerable development. The student makes minimal attempts in sharing his/her opinions and information with the class. He/she seldom acknowledges ownership of his/her work.

First Grade Library Media Programs and Information Literacy

Standard 1: Information Literacy (LM.S.1)

Students will become information literate by

- accessing information efficiently and effectively;
- evaluating information critically and competently;
- using information accurately and creatively.

Information Literacy Objectives

Students will:

- LM.1.1.1 identify parts of a book (e.g. title page and table of contents).
- LM.1.1.2 identify print, non-print and electronic resources (e.g. books, newspapers, magazines, dictionaries, CD-ROMs and the Internet).
- LM.1.1.3 alphabetize to the first letter.

Performance Descriptors (LM.PD.1.1)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information

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Literacy. The student independently applies the use of book parts in print, non-print and electronic resources. He/she spontaneously alphabetizes to the first letter.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Information Literacy. The student consistently identifies book parts in print, non-print and electronic resources. He/she consistently alphabetizes to the first letter.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Information Literacy. The student identifies book parts in print and non-print and electronic resources. He/she alphabetizes to the first letter.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Information Literacy. The student partially identifies book parts in print, non-print, and electronic resources. He/she occasionally alphabetizes to the first letter.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Information Literacy. Performance needs considerable development. The student sporadically recognizes book parts in print, non-print, and electronic resources. He/she, with assistance, alphabetizes to the first letter.

Standard 2: Independent Learning (LM.S.2)

Students will become independent learners by

- being information literate and pursuing information related to personal interests;
- appreciating literature and other creative expressions of information;
- striving for excellence in information seeking and knowledge generation.

Independent Learning Objectives

Students will:

- LM.1.2.1 explain the location and organization of materials in the library media center (LMC).
- LM.1.2.2 apply knowledge of alphabetical order to locate books in appropriate sections and use checkout procedures.
- LM.1.2.3 describe good library citizenship including rules of behavior and proper use and treatment of print materials and electronic resources.
- LM.1.2.4 describe story elements (e.g. setting, plot, characters and theme), make simple predictions, and recall specific details from print, visual, and auditory materials.
- LM.1.2.5 identify various genre of literature (e.g., folklore, fairy tales, poetry, fiction and nonfiction).
- LM.1.2.6 state favorite authors and topics of personal interest.
- LM.1.2.7 recognize and read a variety of literature including award-winning selections (e.g. Caldecott Award).

Performance Descriptors (LM.PD.1.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Independent Learning. The student elaborates in great detail the organization of materials in the LMC. He/she explains examples of good library citizenship. The student cites specific examples of story elements in various literary genres and award-winning books.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Independent Learning. The student uses details to explain the organization of materials of the LMC. He/she defines

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good library citizenship. The student summarizes story elements in various literary genres from award winning books.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Independent Learning. The student recognizes the organization of material in the LMC. He/she describes good library citizenship. The student describes story elements within various award-winning genres.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Independent Learning. The student gives brief explanations of the organization of materials in the LMC. He/she describes, with prompts, good library citizenship. With assistance, the student recalls story elements within various award-winning genres.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Independent Learning. Performance needs considerable development. The student, with assistance, explains the organization of materials in the LMC. When prompted, he/she demonstrates good library citizenship. The student identifies story elements within various literary genres from award winning books only with considerable assistance.

Standard 3 Social Responsibility (L.M.S.3)

Students will develop social responsibility and contribute positively to the learning community and society by

- being information literate and recognizing the importance of information to a democratic society;
- practice ethical behavior in regard to information and information technology;
- participate effectively in groups to pursue and generate information.

Social Responsibility Objectives

Students will:

LM.1.3.1 recognize the importance of free and open access to information for everyone.

LM.1.3.2 demonstrate ownership of one's work.

LM.1.3.3 develop information and ideas orally and in simple written sentences, and prepare a group media product (e.g., class alphabet book, class fact book).

Performance Descriptors (LM.PD.1.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Social Responsibility. The student presents examples of the importance of free and open access to information. He/she spontaneously shows ownership of his/her work. The student demonstrates reflection and insightful information orally and in written form as part of the class project.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Social Responsibility. The student describes the importance of free and open access to information. He/she independently shows ownership of his/her work. The student shares detailed information orally and in written form as part of a class project.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Social Responsibility. The student states the importance of free and open access to information with librarian assistance. He/she consistently shows ownership of his/her work. The student states information orally and in written form as part of a class project.

- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Social Responsibility. The student, with librarian prompts, identifies the importance of free and open access to information. He/she requires some assistance to show ownership of his/her work. The student shares limited information orally and in written form as part of a class project.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Social Responsibility. Performance needs considerable development. The student makes limited attempts in sharing opinions and information with others. He/she rarely acknowledges ownership of work in regards to group projects.

Second Grade Library Media Programs and Information Literacy

Standard 1: Information Literacy (LM.S.1)

Students will become information literate by

- accessing information efficiently and effectively;
- evaluating information critically and competently;
- using information accurately and creatively.

Information Literacy Objectives

Students will:

- LM.2.1.1 identify and use parts of book (e.g. title page, table of contents, glossary, and index).
- LM.2.1.2 identify and use print, non-print and electronic resources (e.g. books, newspapers, magazines, dictionaries, encyclopedias, CD-ROMs and the Internet).
- LM.2.1.3 alphabetize to the second letter and use simple guide words in a dictionary.

Performance Descriptors (LM.PD.2.1)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information Literacy. The student automatically identifies and applies the different parts of books in print, non-print, and electronic resources. He/she demonstrates a complete knowledge of alphabetical order and use of simple guide words.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Information Literacy. The student consistently identifies and applies the different parts of books in print, non-print, and electronic resources. He/she consistently applies alphabetical order to the second letter and the use of simple guide words.
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Information Literacy. The student identifies and uses parts of books in print, non-print, and electronic resources. He/she generally applies alphabetical order to the second letter and the use of simple guide words.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Information Literacy. The student has limited understanding of book parts and their use in print, non-print and electronic resources. With prompts he/she applies alphabetical order to the second letter and the use of simple guide words.

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- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Information Literacy. Performance needs considerable development. The student seldom identifies or uses parts of books and their use in print, non-print, and electronic resources. He/she shows limited knowledge of alphabetical order and the use of simple guide words.

Standard 2: Independent Learning (LM.S.2)

Students will become independent learners by

- being information literate and pursuing information related to personal interest;
- appreciating literature and other creative expressions of information;
- striving for excellence in information seeking and knowledge generation.

Independent Learning Objectives

Students will:

- LM.2.2.1 discuss the school library media center (LMC) arrangement and procedures.
- LM.2.2.2 find appropriate fiction and nonfiction materials.
- LM.2.2.3 recognize the automated or print catalog and its use to locate books.
- LM.2.2.4 demonstrate good library citizenship including rules of behavior and proper use and treatment of print materials and electronic resources.
- LM.2.2.5 apply story elements (e.g. setting, plot, characters and theme), make simple predictions and interpret meaning from literature and how it relates to his/her experience.
- LM.2.2.6 state why an author or topic is of personal interest.
- LM.2.2.7 classify a variety of classic and contemporary literature from different genres (e.g. folklore, fairy tales, tall tales, legends, poetry, fiction, and nonfiction).
- LM.2.2.8 recognize author's purpose for writing stories (e.g. entertainment, information).
- LM.2.2.9 choose and read a variety of literature including award-winning selections (e.g. Caldecott Award).

Performance Descriptors (LM.PD.2.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Independent Learning. The student demonstrates an extensive knowledge of the arrangement of the LMC to access materials. He/she exhibits good library citizenship. The student differentiates, categorizes and reads a variety of genres from classic and contemporary literature.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Independent Learning. The student demonstrates an expanded knowledge of the arrangement of the LMC to access materials. He/she explains good library citizenship. The student locates and reads a variety of literary genres from classic and contemporary literature.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Independent Learning. The student demonstrates a basic knowledge of the arrangement of the LMC to access materials. The student explains the arrangement of the LMC and the card catalog/OPAC. He/she demonstrates good library citizenship. The student categorizes, recognizes and reads a variety of genres from classic and contemporary literature.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Independent Learning. The student shows sufficient knowledge of the arrangement of the LMC and the card catalog/OPAC. He/she discusses good library citizenship. The student recognizes and reads a variety of genres from classic and contemporary literature.

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- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Independent Learning. Performance needs considerable development. The student shows a limited knowledge of the arrangement of the LMC and card catalog/OPAC. He/she rarely demonstrates good library citizenship. With assistance, he/she recognizes and reads a variety of literary genres.

Standard 3: Social Responsibility (LM.S.3)

Students will develop social responsibility and contribute positively to the learning community and society by

- being information literate and recognizing the importance of information to a democratic society;
- practicing ethical behavior in regard to information and information technology;
- participating effectively in groups to pursue and generate information.

Social Responsibility Objective

Students will:

- LM.2.3.1 discuss situations or conditions where information is controlled or limited.
- LM.2.3.2 recognize ethical policies in the use of information (e.g. Internet use and copyright issues).
- LM.2.3.3 develop positive attitudes toward the social and ethical responsibilities (e.g., differentiating between copying and retelling in their own words).
- LM.2.3.4 share information and ideas with others through individual responsibilities and work groups.

Performance Descriptors (LM.PD.2.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Social Responsibility. The student explains examples of the importance of free and open access to information. He/she automatically explains and models correct use of copyrighted materials. The student leads others to create and present information through a media product. He/she independently demonstrates the ability to summarize information into his own words and takes ownership of it.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Social Responsibility. The student demonstrates knowledge to determine when information can be limited and the reasons why. He/she recognizes the correct use of copyrighted materials. The student assists others to create and present information in both group and individual projects.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Social Responsibility. The student explains when information can be limited and the reasons why. He/she is aware of ethical policies in the use of information. The student shares information individually or within a group situation.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Social Responsibility. The student shows evidence of understanding why information can be limited. He/she applies, with prompts, the ethical use of information. The student makes limited or brief contributions in creating and presenting information individually or in a group situation.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Social Responsibility. Performance needs considerable development. The student makes infrequent or inappropriate contributions to a finished group project.

Third Grade Library Media Programs and Information Literacy

Standard 1: Information Literacy (LM.S.1)

Students will become information literate by

- accessing information efficiently and effectively;
- evaluating information critically and competently;
- using information accurately and creatively.

Information Literacy Objectives

Students will:

- LM.3.1.1 use and explain organizational features of printed text (e.g., title page, table of contents, glossary and index).
- LM.3.1.2 select print, non-print and electronic resources to locate different types of information (e.g., newspaper, dictionary, encyclopedia, atlas, magazines, CD-ROMs and the Internet).
- LM.3.1.3 demonstrate dictionary skills (e.g., guide words, alphabetical order to the second and third letter, word meaning, pronunciation key and syllabication).
- LM.3.1.4 identify the components of a bibliographic record (e.g., call number, author, title, publisher, copyright date, number of pages).

Performance Descriptors (LM.PD.3.1)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information Literacy. The student demonstrates advanced skills in selecting information resources in different formats. He/she utilizes dictionary skills consistently. The student explains in detail the basic components of bibliographic record.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Information Literacy. The student chooses and applies relevant information sources—print, non-print and electronic resources. He/she applies basic dictionary skills regularly. The student consistently states the basic components of the bibliographic record.
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Information Literacy. The student selects, explains, and uses print, non-print and electronic resources to locate information. He/she demonstrates the basic components of a bibliographic record.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Information Literacy. The student, with assistance, selects and uses limited print, non-print and electronic resources to locate information. With prompts, he/she applies basic dictionary skills. The student occasionally recognizes the basic components of bibliographic record.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Information Literacy. Performance needs considerable development. The student requires guidance from the library media specialist to choose and use print, non-print, and electronic resources. He/she has limited knowledge of dictionary skills. The student rarely recognizes the basic components of a bibliographic record.

Standard 2: Independent Learning LM.S.2

Students will become independent learners by

- being information literate and pursuing information related to personal interests;
- appreciating literature and other creative expressions of information;
- striving for excellence in information seeking and knowledge generation.

Independent Learning Objectives

Students will:

- LM.3.2.1 demonstrate understanding of the school library media center arrangement and procedures.
- LM.3.2.2 use the automated or print catalog to locate books by author, title and subject.
- LM.3.2.3 implement good library citizenship, including rules of behavior and proper use and treatment of print materials and electronic resources.
- LM.3.2.4 recognize and use features of the Dewey Decimal System to locate materials.
- LM.3.2.5 select favorite authors and discuss their works.
- LM.3.2.6 locate, choose and read a variety of classic and contemporary literature from appropriate genres (e.g., fiction, nonfiction, poetry, biography, folk tales, fairy tales, legends).
- LM.3.2.7 examine and read award-winning selections (e.g. Caldecott Award, WV Children's Book Award).
- LM.3.2.8 recognize that information can be used to make decisions or satisfy personal interest.

Performance Descriptors (LM.PD.3.2)

▪ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Independent Learning. The student automatically utilizes the arrangement of the LMC and the card catalog/OPAC to access materials. He/she models good library citizenship. The student independently uses the Dewey Decimal System. He/she consistently and effectively locates and chooses a variety of literary genres. The student assists others in recognizing how specific information can be used.

▪ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Independent Learning. The student understands the arrangement of the LMC and the card catalog/OPAC in order to access materials. He/she consistently follows the rules of good library citizenship. The student effectively recognizes and uses the Dewey Decimal System. He/she helps others in locating and choosing a variety of literary genres. The student recognizes how specific information can be used.

▪ **Mastery**

The student demonstrates fundamental knowledge and skills by showing consistent and accurate academic performance that meets the standard in Independent Learning. The student understands the arrangement of the LMC and the card catalog/OPAC. He/she follows the rules of good library citizenship. The student recognizes and uses the Dewey Decimal System. He/she locates and chooses a variety of literary genres. The student recognizes how information can be used.

▪ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Independent Learning. The student occasionally demonstrates an understanding of the arrangement of the LMC and the card catalog/OPAC. He/she infrequently follows the rules of good library citizenship. The student requires some assistance in recognizing and using of the Dewey Decimal System. He/she shows a limited knowledge of locating and choosing a variety of literary genres. The student has a basic knowledge of how information can be used.

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- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Independent Learning. Performance needs considerable development. The student requires substantial assistance in the utilization of the LMC and the card catalog/OPAC. He/she rarely follows the rules of good library citizenship. The student has limited ability in recognizing the Dewey Decimal System. He/she makes minimal effort in locating and choosing a variety of literary genres. The student has limited knowledge of how information can be used

Standard 3: Social Responsibility LM.S.3

Students will develop social responsibility and contribute positively to the learning community and society by

- being information literate and recognizing the importance of information to a democratic society;
- practicing ethical behavior in regard to information and information technology;
- participating effectively in groups to pursue and generate information.

Social Responsibility Objectives

Students will:

LM.3.3.1 identify examples of censorship.

LM.3.3.2 identify legal principles and ethical conduct in use of information (e.g., copyright, plagiarism, acceptable use policy).

LM.3.3.3 recognize the need for privacy of personal information.

LM.3.3.4 participate in the development of workgroup roles and responsibilities.

LM.3.3.5 work cooperatively with other students to create a finished product by recognizing and completing specific tasks as a part of a group effort.

Performance Descriptors (LM.PD.3.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Social Responsibility. The student explains examples of the importance of free and open access to information. He/she explains and models acceptable use policy and correct use of copyrighted materials. The student leads others to create a finished product by working cooperatively and completing specific tasks as part of a team.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Social Responsibility. The student demonstrates the elements of censorship. He/she recognizes and describes the need for acceptable use policies, copyright and privacy of personal information. The student accepts the role and responsibility of developing and creating a group project.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Social Responsibility. With librarian prompts, the student recognizes examples of censorship and the correct use of copyrighted materials. Working with others and respecting their opinions, he/she creates a finished project.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Social Responsibility. The student has difficulty in identifying examples of censorship and the use of copyrighted materials. He/she requires assistance in participating and working within a group to complete a project successfully.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Social Responsibility. Performance needs considerable development. The student rarely makes observations about censorship, acceptable use policy and copyright law. He/she makes limited attempts in creating a finished product while working with and respecting others' rights.

Fourth Grade Library Media Programs and Information Literacy

Standard 1: Information Literacy LM.S.1

Students will become information literate by

- accessing information efficiently and effectively;
- evaluating information critically and competently;
- using information accurately and creatively.

Information Literacy Objectives

Students will:

- LM.4.1.1 demonstrate organizational features of printed text (e.g., title page, table of contents, glossary, and index).
- LM.4.1.2 select and access print, non-print, and electronic resources to locate different types of information (e.g., newspaper, dictionary, encyclopedia, atlas, magazines, almanac, thesaurus, CD-ROM and the Internet).
- LM.4.1.3 apply dictionary skills.
- LM.4.1.4 interpret information to answer questions, draw conclusions, offer solutions, clarify issues, make predictions, and generate further questions.
- LM.4.1.5 explain the components of a bibliographic record (e.g., call number, author, title, publisher, copyright date, number of pages).
- LM.4.1.6 select information for accuracy, validity, relevance, appropriateness, comprehensiveness, and bias.
- LM.4.1.7 take notes on a topic, recording key words and phrases and summarizing

Performance Descriptors (LM.PD.4.1)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information Literacy. The student consistently applies organizational features in evaluating and selecting different information sources. He/she selects and applies dictionary skills for a specific purpose. The student assesses and utilizes the components of a bibliographic record. He/she guides others in summarizing information using note taking skills.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Information Literacy. The student recognizes and applies organizational features in comparing and selecting different types of information. He/she exhibits advanced dictionary skills. The student elaborates in detail the components of a bibliographic record. He/she shares knowledge of note taking and summarizing skills.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Information Literacy. The student uses organizational features in selecting different types of information to solve informational problems. He/she applies dictionary skills accurately and consistently. The student explains the components of a bibliographic record. He/she demonstrates basic note taking skills.

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- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Information Literacy. With prompts, the student uses basic organizational features in accessing different types of information to answer simple informational problems. He/she occasionally applies dictionary skills. The student identifies the components of bibliographic record. With prompts, he/she gathers notes for a project.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Information Literacy. Performance needs considerable development. The student rarely uses organizational features in choosing basic types of information to answer simple informational problems. He/she infrequently demonstrates basic dictionary skills. The student has a limited understanding of the components of a bibliographic record. With substantial guidance, he/she gathers information for notes.

Standard 2: Independent Learning LM.S.2

Students will become independent learners by

- being information literate and pursuing information related to personal interests;
- appreciating literature and other creative expressions of information;
- striving for excellence in information seeking and knowledge generation.

Independent Learning Objectives

Students will:

- LM.4.2.1 apply knowledge of the school library media center arrangement and procedures.
- LM.4.2.2 utilize the automated or print catalog to locate books by author, title, and subject, and keyword.
- LM.4.2.3 analyze appropriate behaviors of good library citizenship, including rules of behavior and proper use and treatment of print materials and electronic resources.
- LM.4.2.4 use features of the Dewey Decimal System to locate materials.
- LM.4.2.5 recommend an author or topic of personal interest.
- LM.4.2.6 compare, contrast and read a variety of classic and contemporary literature from appropriate genres (e.g., fiction, nonfiction, poetry, tall tales, biography, folk tales, fairy tales, legends).
- LM.4.2.7 identify WV authors and illustrators and examine and read their works.
- LM.4.2.8 read, compare and contrast award-winning selections (e.g. Caldecott, Newbery, and WV Children's Book Award).
- LM.4.2.9 identify topics suitable for independent learning or in-depth exploration.

Performance Descriptors (LM.PD.4.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Independent Learning. The student accurately accesses the LMC and the card catalog/OPAC. He/she independently models good library citizenship. The student accurately demonstrates to others the use of the Dewey Decimal System to locate specific information. He/she independently selects and recommends a variety of literary genres. The student evaluates topics for personal or in-depth information.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Independent Learning. The student consistently utilizes the LMC and the card catalog/OPAC. He/she effectively applies the rules of good library citizenship. The student recognizes and applies the Dewey Decimal System to locate specific information. He/she consistently selects and recommends a variety of literary genres. The student consistently defines topics for personal or in-depth information.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing accurate academic performance that meets the standard in Independent Learning. The student

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utilizes the LMC and the card catalog/OPAC. He/she models the rules of good library citizenship. The student uses the Dewey Decimal System to locate specific information. He/she selects and recommends a variety of literary genres. The student recognizes topics for personal or in-depth information.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Independent Learning. With assistance, the student utilizes the LMC and the card catalog/OPAC. With prompts, he/she models the rules of good library citizenship. The student infrequently uses the Dewey Decimal System to locate specific information. He/she relies on assistance to select a variety of literary genres. The student requires substantial assistance to recognize topics for personal or in-depth information.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Independent Learning. Performance needs considerable development. With considerable assistance, the student utilizes the LMC and the card catalog/OPAC. He/she applies the rules of good library citizenship. With substantial prompting, the student uses the Dewey Decimal System to locate specific information. With substantial assistance, he/she selects a variety of literary genres. The student recognizes topics for personal or in-depth information with limited ability.

Standard 3: Social Responsibility LM.S.3

Students will develop social responsibility and contribute positively to the learning community and society by

- being information literate and recognizing the importance of information to a democratic society;
- practicing ethical behavior in regard to information and information technology;
- participating effectively in groups to pursue and generate information.

Social Responsibility Objectives

Students will:

- LM.4.3.1 recognize the role of intellectual freedom.
- LM.4.3.2 discuss legal principles and ethical conduct to use of information (e.g., copyright, plagiarism, acceptable use policy).
- LM.4.3.3 explain the need for privacy of personal information.
- LM.4.3.4 develop of workgroup roles and responsibilities.
- LM.4.3.5 review work group projects and suggest improvements.

Performance Descriptors (LM.PD.4.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Social Responsibility. The student analyzes the role of intellectual freedom. He/she independently explains and models acceptable use of copyrighted materials and uses resources from outside the school. The student spontaneously leads others to create a finished product by working cooperatively, respecting their rights and opinions, and completing specific tasks as part of a team.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Social Responsibility. The student applies basic examples of intellectual freedom, the need for acceptable use policies and copyright. He/she assists others in creating a finished product by working cooperatively, respecting their rights and opinions, and completing specific tasks as part of a team.

- **Mastery**

The student demonstrates fundamental knowledge and skills by showing consistent and accurate academic performance that meets the standard in Social Responsibility. The student recognizes

basic examples of censorship elements and the correct use of copyrighted materials. He/she assumes individual as well as group roles to create a collaborative project.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and or omissions in Social Responsibility. The student shows limited knowledge of the concepts of intellectual freedom and the ethical use of information. The student identifies the need for an acceptable use policy. He/she partially accepts the role and responsibilities of the development, review and improvement of a group project.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Social Responsibility. Performance needs considerable development. The student sporadically makes observations about censorship, acceptable use policy and copyright law. He/she makes minimal or inappropriate contributions to the group in production of a project.

Fifth Grade Library Media Programs and Information Literacy

Standard 1: Information Literacy LM.S.1

Students will become information literate by

- accessing information efficiently and effectively;
- evaluating information critically and competently;
- using information accurately and creatively.

Information Literacy Objectives

Students will:

- LM.5.1.1 demonstrate and use additional organizational features of printed text (e.g., appendix and bibliography).
- LM.5.1.2 extract and interpret information from print, non-print and electronic resources (e.g., newspapers, dictionaries, encyclopedias, atlases, magazines, almanacs, thesaurus, CD-ROMs and the Internet).
- LM.5.1.3 select and apply dictionary skills for a specific purpose.
- LM.5.1.4 assess information to answer questions, draw conclusions, offer solutions, clarify issues, make predictions, and generate further questions.
- LM.5.1.5 compare information for accuracy, validity, relevance, appropriateness, comprehensiveness, and bias.
- LM.5.1.6 utilize components of a bibliographic record (e.g., call number, author, title, publisher, copyright date, number of pages).
- LM.5.1.7 summarize notes on a topic, recording key words and phrases.
- LM.5.1.8 select notes on a topic to write a report using his/her own words.

Performance Descriptors (LM.PD.5.1)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information Literacy. The student critically and competently accesses information from a variety of sources. He/she efficiently uses organizational features, reference tools, and bibliographic records. The student automatically evaluates and uses note taking skills to create a final product.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Information Literacy. The student independently and accurately accesses and evaluates information from a variety of sources. He/she consistently uses organizational features, reference tools, and bibliographic records. The student correctly uses note taking skills to create a final product.

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- **Mastery**

The student demonstrates fundamental knowledge and skills by showing consistent and accurate academic performance that meets the standard in Information Literacy. The student accesses and evaluates information from a variety of sources. He/she uses organizational features, reference tools, and bibliographic records. The student recognizes and uses note taking skills to create a final product.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Information Literacy. The student occasionally accesses information from a variety of sources. He/she inconsistently uses organizational features, reference tools, and bibliographic records. The student needs assistance in recognizing and using note taking skills to create a final product.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Information Literacy. Performance needs considerable development. The student accesses information from a variety of sources with limited ability. He/she rarely uses organizational features, reference tools, and bibliographic records. The student needs substantial assistance in recognizing and using note taking skills to create a final product.

Standard 2: Independent Learning LM.S.2

Students will become independent learners by

- being information literate and pursuing information related to personal interests;
- appreciating literature and other creative expressions of information;
- striving for excellence in information seeking and knowledge generation.

Independent Learning Objectives

Students will:

- LM.5.2.1 analyze the school library media center arrangement and procedures.
- LM.5.2.2 use the automated or print catalog to locate sources for specific and research purposes.
- LM.5.2.3 explain importance of good library citizenship, including rules of behavior and proper use and treatment of print materials and electronic resources.
- LM.5.2.4 recognize and use the Dewey Decimal system to locate materials and identify bibliographic information.
- LM.5.2.5 choose personal selections for independent reading including award-winning books.
- LM.5.2.6 classify a variety of literature as classic or contemporary.
- LM.5.2.7 list national and international authors representing diverse ethnic groups.
- LM.5.2.8 identify information appropriate for decision-making and personal interest.

Performance Descriptors (LM.PD.5.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Independent Learning. The student assists others in the correct use of the LMC and card catalog/OPAC. The student independently reads and compares a variety of literary genres. He/she identifies and models the rules of good library citizenship. The student leads others in identifying and utilizing appropriate information for personal interest and assignments.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Independent Learning. The student independently and accurately uses the LMC and the card catalog/OPAC. The student consistently reads, and compares a variety of literary genres. The student assists others in following the rules of good library citizenship. The student identifies and utilizes appropriate information for personal interests and assignments.

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- **Mastery**

The student demonstrates fundamental knowledge and skills by showing consistent and accurate academic performance that meets the standard in Independent Learning. The student independently uses the LMC and the card catalog/OPAC. The student reads and compares a variety of literary genres. The student consistently follows the rules of good library citizenship. The student uses appropriate information for personal interest and assignments.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Independent Learning. With much assistance, the student uses the LMC and the card catalog/OPAC to locate materials. The student reads only assigned books. He/she follows the rules of good library citizenship with prompting. The student uses appropriate information for personal interest and assignments with assistance.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Independent Learning. Performance needs considerable development. With substantial assistance, the student uses the LMC and the card catalog/OPAC. With prompts, the student reads only assigned books. With substantial prompting, he/she follows the rules of good library citizenship. The student identifies appropriate information for personal interests and assignments with minimal proficiency.

Standard 3: Social Responsibility LM.S.3

Students will develop social responsibility and contribute positively to the learning community and society by

- being information literate and recognizing the importance of information to a democratic society;
- practicing ethical behavior in regard to information and information technology;
- participating effectively in groups to pursue and generate information.

Social Responsibility Objectives

Students will:

- LM.5.3.1 discuss the concept of intellectual freedom.
- LM.5.3.2 recognize resources outside the school library media center (e.g., public library, community resources, and resource people).
- LM.5.3.3 apply the appropriate use of information, adhere to copyright guidelines and follow ethical and legal guidelines that apply to the use of information (e.g., strategies for proper note taking, attribution of direct quotes, sources cited).
- LM.5.3.4 recognize the concept of intellectual property rights.
- LM.5.3.5 participate in the development of individual and work group tasks and priorities.
- LM.5.3.6 collaborate with other students to create a finished product by recognizing and completing specific tasks.

Performance Descriptors (LM.PD.5.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Social Responsibility. The student recognizes and models the ethical use of materials and the importance of information. He/she leads others to create a finished product by working cooperatively, respecting their rights and opinions, and completing specific tasks as part of a team.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Social Responsibility. The student recognizes and describes the ethical use of materials and the importance of information. He/she assists others in creating a finished product by working cooperatively, respecting their rights and opinions, and completing specific tasks as part of a team.

- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Social Responsibility. The student recognizes the ethical use of materials and the importance of information. He/she, with minimal assistance, creates a finished product by working cooperatively with other students, respecting their rights and opinions, and completing specific tasks as part of a team.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Social Responsibility. The student requires some assistance in recognizing the ethical use of materials and the importance of information. He/she requires additional guidance to participate in creating a finished product by working cooperatively with other students.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Social Responsibility. Performance needs considerable development. The student requires substantial assistance in recognizing the ethical use of materials and the importance of information. He/she makes minimal or inappropriate contributions to the group in creating a finished product.

Sixth Grade Library Media Programs and Information Literacy

Standard 1: Information Literacy LM.S.1

Students will become information literate by

- accessing information efficiently and effectively;
- evaluating information critically and competently;
- using information accurately and creatively.

Information Literacy Objectives

Students will:

- LM.6.1.1 demonstrate and use sophisticated organizational features of printed text and other media (e.g., verso, captions, legends, globe, charts, graphs).
- LM.6.1.2 evaluate and select a variety of print, non-print, electronic, and media resources.
- LM.6.1.3 select print or online encyclopedias as a starting point for research.
- LM.6.1.4 identify a print or electronic index to periodicals to locate information as a source for research and leisure reading.
- LM.6.1.5 identify primary and secondary source documents.
- LM.6.1.6 identify basic steps in the information search process.
- LM.6.1.7 analyze information for accuracy, validity, relevance, appropriateness, comprehensiveness, and bias.
- LM.6.1.8 document sources for a project using a provided sample of bibliographic format.
- LM.6.1.9 identify and use correct note taking skills.

Performance Descriptors (LM.PD.6.1)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information Literacy. The student critically and competently evaluates and selects a wide variety of materials for research purposes. He/she independently follows the basic steps in the information search process. The student efficiently and effectively uses correct note taking skills and bibliographic format.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Information Literacy.

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The student independently and accurately evaluates and selects a wide variety of materials for research purposes. The student consistently follows the basic steps in the information research process. He/she accurately uses correct note taking skills and bibliographic formats.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Information Literacy. The student evaluates and selects a wide variety of materials for research purposes. The student identifies and uses correct note taking skills and bibliographic formats.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Information Literacy. The student occasionally evaluates and selects a limited variety of materials for research purposes. The student inconsistently follows the basic steps in the information research process. He/she sporadically uses correct note taking skills and bibliographic formats.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Information Literacy. Performance needs considerable development. The student selects materials for research purposes with limited ability. He/she rarely follows the basic steps in the information research process. The student uses note taking skills and bibliographic format with substantial assistance

Standard 2: Independent Learning LM.S.2

Students will become independent learners by

- being information literate and pursuing information related to personal interests;
- appreciating literature and other creative expressions of information;
- striving for excellence in information seeking and knowledge generation.

Independent Learning Objectives

Students will:

- LM.6.2.1 differentiate between various arrangements and procedures of library media centers.
- LM.6.2.2 apply capabilities of the automated or print catalog to locate books for specific and research purposes.
- LM.6.2.3 advocate good library citizenship including rules of behavior and proper use and treatment of print materials and electronic resources (e.g., equipment, software).
- LM.6.2.4 incorporate the use of the divisions of the Dewey Decimal System to locate materials and employ bibliographic information.
- LM.6.2.5 select reading material for personal enjoyment (e.g., genre, cost, writing style, authority, date, aesthetic appeal and format).
- LM.6.2.6 compare and contrast a variety of classic and contemporary literature from many genres including award-winning selections.
- LM.6.2.7 identify and respond to national and international literature representing diverse ethnic groups.
- LM.6.2.8 identify and select topics of personal interest to expand classroom learning projects.

Performance Descriptors (LM.PD.6.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Independent Learning. The student independently and accurately uses the card catalog/OPAC and instructs others in its use. He/she models and advocates good library citizenship. The student correctly identifies and evaluates a variety of classic and contemporary literature representing diverse ethnic groups. He/she independently analyzes and selects materials for personal enjoyment and to expand classroom learning.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Independent Learning.

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The student independently and accurately uses the card catalog/OPAC. The student consistently advocates good library citizenship and assists others in following the rules. The student correctly identifies and compares a variety of classic and contemporary literature representing diverse ethnic groups. The student regularly identifies, selects, and compares material for personal enjoyment and to expand classroom learning.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Independent Learning. The student effectively uses the card catalog/OPAC. The student consistently advocates good library citizenship. The student correctly identifies and selects a variety of classic and contemporary literature representing diverse ethnic groups. The student regularly identifies and selects materials for personal enjoyment and to expand classroom learning.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Independent Learning. The student occasionally uses the card catalog/OPAC. The student sporadically follows the rules of good library citizenship. The student occasionally selects a variety of classic and contemporary literature. The student needs assistance in selecting materials for personal enjoyment and assignments.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Independent Learning. Performance needs considerable development. The student needs substantial assistance in using the card catalog/OPAC. He/she follows the rules of good library citizenship only if closely monitored. The student rarely selects a variety of classic and contemporary literature and reads only assigned books with a great deal of encouragement. The student needs maximum assistance in selecting materials for personal interests and assignments.

Standard 3: Social Responsibility LM.S.3

Students will develop social responsibility and contribute positively to the learning community and society by

- being information literate and recognizing the importance of information to a democratic society;
- practicing ethical behavior in regard to information and information technology;
- participating effectively in groups to pursue and generate information.

Social Responsibility Objectives

Students will:

- LM.6.3.1 explain the importance of information in a democratic society.
- LM.6.3.2 explain the importance of the principle of equitable access to information.
- LM.6.3.3 consult information sources and services outside the school setting (e.g., community, state and online libraries, agencies, experts).
- LM.6.3.4 credit sources of information by citing references using various formats (e.g., footnotes, bibliographies).
- LM.6.3.5 explain the concept of intellectual property.
- LM.6.3.6 review workgroup projects and suggest improvements.

Performance Descriptors (LM.PD.6.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Social Responsibility. The student describes and models equitable access of information and intellectual property rights. He/she leads others in completing a group project.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Social Responsibility.

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The student describes and advocates equitable access of information and intellectual property rights. He/she assists others in following the procedure of completing a group project.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Social Responsibility. The student describes equitable access and intellectual property. He/she follows the procedures to complete a group project.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Social Responsibility. The student requires some assistance in describing equitable access of information and intellectual property rights. He/she incompletely follows the procedure of finishing a group project.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Social Responsibility. Performance needs considerable development. The student requires substantial assistance in describing equitable access of information and intellectual property rights. He/she has limited ability in finishing a group project.

Seventh Grade Library Media Programs and Information Literacy

Standard 1: Information Literacy LM.S.1

Students will become information literate by

- accessing information efficiently and effectively;
- evaluating information critically and competently;
- using information accurately and creatively.

Information Literacy Objectives

Students will:

- LM.7.1.1 select the reference source most appropriate for a specific purpose.
- LM.7.1.2 locate and use a print or electronic index to periodicals as a source for research and leisure reading.
- LM.7.1.3 locate and use information from both primary and secondary sources.
- LM.7.1.4 evaluate information for accuracy, validity, relevance, appropriateness, comprehensiveness, and bias.
- LM.7.1.5 recognize information deficiencies and locate additional information
- LM.7.1.6 state a purpose for research (e.g., formulate a central research question or thesis statement).
- LM.7.1.7 utilize basic steps in the information search process.
- LM.7.1.8 document sources for a project using a provided bibliographic format.
- LM.7.1.9 use note taking strategies including summarizing and paraphrasing

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information Literacy. The student critically and accurately evaluates and selects the most appropriate materials for research purposes. He/she accurately states a purpose for research. The student independently identifies and follows the basic steps in the information search process. He/she efficiently and accurately identifies and uses correct note taking strategies and bibliographic formats

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Information Literacy. The student independently and accurately evaluates and selects the most appropriate materials for research purposes. He/she correctly states a purpose for research. The student consistently

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identifies and follows the basic steps in the information search process. He/she accurately identifies and uses correct note taking strategies and bibliographic formats.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Information Literacy. The student evaluates and selects the most appropriate materials for research purposes. He/she states a purpose for research. The student identifies and follows the basic steps in the information search process. He/she identifies and uses correct note taking strategies and bibliographic formats

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Information Literacy. The student occasionally evaluates and selects materials for research purposes. He/she rarely states a purpose for research. The student inconsistently identifies and follows the basic steps in the information search process. He/she sporadically identifies and uses correct note taking strategies and bibliographic formats.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Information Literacy. Performance needs considerable development. . The student selects and uses materials for research purposes with limited ability. He/she needs considerable assistance in stating a purpose for research. The student sporadically follows the basic steps in the information search process. With assistance, he/she uses correct note taking strategies and bibliographic formats.

Standard 2: Independent Learning LM.S.2

Students will become independent learners by

- being information literate and pursuing information related to personal interests;
- appreciating literature and other creative expressions of information;
- striving for excellence in information seeking and knowledge generation.

Independent Learning Objectives

Students will:

- LM.7.2.1 analyze a variety of classic and contemporary literature from many genre including award-winning selections.
- LM.7.2.2 describe and discuss national and international literature representing diverse ethnic groups.
- LM.7.2.3 connect prior learning to new concepts and contexts to establish a personal understanding
- LM.7.2.4 utilize active inquiry to verify knowledge
- LM.7.2.5 apply knowledge to authentic situations
- LM.7.2.6 seek to make sense of content knowledge through reflection, testing of ideas and concepts, and questioning
- LM.7.2.7 evaluate progress and quality of personal learning

Performance Descriptors (LM.PD.7.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Independent Learning. The student independently and accurately describes and analyzes a wide variety of literature representing award-winning selections and diverse ethnic groups. The student evaluates and applies content knowledge of authentic situations through reflection, testing of ideas and concepts and questioning. He/she explores and integrates prior knowledge to new concepts and contexts to establish personal understanding to verify previous learning.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Independent Learning.

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The student independently describes and analyzes a wide variety of literature representing award-winning selections and diverse ethnic groups. The student judges content knowledge of authentic situations through reflection, testing of ideas and concepts and questioning. He/she assesses prior knowledge using new concepts and contexts to establish personal understanding to verify previous learning.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Independent Learning. The student describes and analyzes a wide variety of literature representing award-winning selections and diverse ethnic groups. The student applies content knowledge of authentic situations through reflection, testing of ideas and concepts and questioning. He/she integrates prior knowledge to new concepts and contexts to establish personal understanding and to verify previous learning.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Independent Learning. The student infrequently describes and analyzes a wide variety of literature representing award-winning selections and diverse ethnic groups. The student applies content knowledge of authentic situations through reflection, testing of ideas and concepts and questioning. With prompting he/she needs assistance in integrating prior knowledge to new concepts and contexts. The student occasionally applies content knowledge of authentic situations.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Independent Learning. Performance needs considerable development. The student needs substantial assistance in a wide variety of literature. He/she sporadically recalls prior knowledge. The student rarely applies content knowledge of authentic situations. He/she, with considerable prompting, recites his/her content knowledge

Standard 3: Social Responsibility LM.S.3

Students will develop social responsibility and contribute positively to the learning community and society by

- being information literate and recognizing the importance of information to a democratic society;
- practicing ethical behavior in regard to information and information technology;
- participating effectively in groups to pursue and generate information.

Social Responsibility Objectives

Students will:

- LM.7.3.1 explore the role and importance of information in a democratic society.
- LM.7.3.2 compare and contrast freedom of the press in different situations and geographic areas.
- LM.7.3.3 cite source for words which are quoted verbatim and for pictures, graphics, and audio or video segments which are used in a product or presentation.
- LM.7.3.4 explain why fair use is permitted for educational purposes and not for profit.
- LM.7.3.5 recognize legal consequences of plagiarism and the need for personal authenticity in their work.
- LM.7.3.6 identify kinds of works of ownership that can be copyrighted.
- LM.7.3.7 demonstrate the acceptance of new ideas and strategies for workgroup members.

Performance Descriptors (LM.PD.7.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Social Responsibility. The student defines and models the concepts of freedom of the press, fair use, and quoting verbatim. He/she leads others in compiling a list of work strategies in order to complete a group project.

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- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Social Responsibility. The student defines and utilizes the concepts of freedom of the press, fair use, and quoting verbatim. He/she assists others in compiling a list of work strategies in order to complete a group project
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Social Responsibility. The student defines the concepts of freedom of the press, fair use, and quoting verbatim. He/she compiles a list of group strategies in order to complete a group project.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Social Responsibility. The student has difficulty defining the concepts of freedom of the press, fair use, and quoting verbatim. He/she compiles a list of work group strategies in order to complete a group project with limited proficiency.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Social Responsibility. Performance needs considerable development. The student requires substantial assistance in defining the concept of freedom of the press, fair use and quoting verbatim. He/she compiles a list of work strategies in order to complete a group project with minimal proficiency.

Eighth Grade Library Media Programs and Information Literacy

Standard 1: Information Literacy LM.S.1

Students will become information literate by

- accessing information efficiently and effectively;
- evaluating information critically and competently;
- using information accurately and creatively.

Information Literacy Objectives

Students will:

- LM.8.1.1 recognize the need to locate a variety of sources representing a range of views.
- LM.8.1.2 differentiate between primary and secondary sources.
- LM.8.1.3 address information deficiencies by locating supplemental information from authoritative sources.
- LM.8.1.4 explain the purpose for research (e.g., formulate a central research question, thesis statement, or problem to investigate).
- LM.8.1.5 justify the selected information for accuracy, validity, relevance, appropriateness, comprehensiveness, and bias.
- LM.8.1.6 record concise notes in a prescribed manner.

Performance Descriptors (LM.PD.8.1)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information Literacy The student critically evaluates and utilizes primary and secondary sources representing a variety of views. He/she effectively evaluates selected information and locates supplemental sources. The student independently identifies the purpose of research and accurately records concise notes and appropriate bibliographic formats.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Information Literacy

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The student independently and accurately utilizes primary and secondary sources representing a variety of views. He/she accurately evaluates selected information and locates supplemental sources. The student consistently identifies the purpose of research and records concise notes and bibliographic formats.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Information Literacy. The student utilizes primary and secondary sources representing a variety of views. He/she evaluates selected information and locates supplemental sources. The student identifies the purpose of research and records concise notes and applies correct bibliographic formats

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Information Literacy. The student occasionally utilizes primary and secondary sources representing a variety of views. He/she locates supplemental sources with assistance. The student states the purpose of research and records concise notes with assistance.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Information Literacy. Performance needs considerable development. The student locates research sources with substantial assistance. Only with assistance, he/she states the purpose of research. With substantial assistance, he/she records brief but accurate notes.

Standard 2: Independent Learning LM.S.2

Students will become independent learners by

- being information literate and pursuing information related to personal interests;
- appreciating literature and other creative expressions of information;
- striving for excellence in information seeking and knowledge generation.

Independent Learning Objectives

Students will

- LM.8.2.1 critique various types and genre of literature including award-winning selections.
- LM.8.2.2 identify and analyze authors including West Virginia authors and illustrators and their works.
- LM.8.2.3 compare and contrast a national and international literature representing on diverse ethnic groups.
- LM.8.2.4 demonstrate understanding of content knowledge by exploring the process through which the knowledge was generated
- LM.8.2.5 establish personal goals in pursuit of individual interests, academic requirements and career paths

Performance Descriptors (LM.PD.8.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Independent Learning. The student independently and accurately identifies and analyzes various genres and authors including West Virginia authors. The student independently demonstrates understanding of content knowledge and consistently sets goals.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Independent Learning. The student independently identifies and analyzes various genres and authors including West Virginia authors. He/she consistently demonstrates understanding of content knowledge and sets goals.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Independent Learning.

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The student identifies and analyzes various genres and authors including West Virginia authors. The student demonstrates understanding of content knowledge and frequently sets goals.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Independent Learning. The student infrequently identifies various genres and authors including West Virginia authors. He/she seldom demonstrates understanding of content knowledge and rarely sets goals.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Independent Learning.

Performance needs considerable development. The student needs substantial assistance in identifying various genres and authors including West Virginia authors. The student rarely demonstrates understanding of content knowledge and rarely sets goals.

Standard 3: Social Responsibility LM.S.3

Students will develop social responsibility and contribute positively to the learning community and society by

- being information literate and recognizing the importance of information to a democratic society;
- practicing ethical behavior in regard to information and information technology;
- participating effectively in groups to pursue and generate information.

Social Responsibility Objectives

Students will:

- LM.8.3.1 recognize that the free flow of information contributes to an informed citizenry.
- LM.8.3.2 demonstrate legal and ethical use of technology and information crediting sources by using various formats (e.g., bibliographies).
- LM.8.3.3 relate examples of copyright violations
- LM.8.3.4 evaluate completed projects to determine how the workgroup could have functioned more efficiently and productively.

Performance Descriptors (LM.PD.8.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Social Responsibility. The student accurately defends and models the value of information in a free society. He/she leads others in identifying and avoiding copyright violations. The student leads others in assessing group projects.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Social Responsibility. The student accurately justifies and advocates the value of information in a free society. He/she assists others in identifying and avoiding copyright violations. The student assists others in assessing group projects.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Social Responsibility. The student accurately evaluates the value of information in a free society. He/she identifies and avoids copyright violations. The student assesses group projects.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Social Responsibility. The student describes incompletely the value of information in a free society. He/she identifies and avoids copyright violations with assistance. The student partially assesses group projects.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Social Responsibility. Performance needs considerable development. The student requires substantial assistance in explaining value of information in a free society. He/she incompletely identifies copyright violations and violates copyright law. The student makes minimal effort in assessing group projects.

Library Media Programs and Information Literacy Grade 9

Standard 1: Information Literacy (LM.S.1)

Students will become information literate by

- accessing information efficiently and effectively;
- evaluating information critically and competently;
- using information accurately and creatively.

Information Literacy Objectives:

Students will:

- LM.9.1.1 access advanced reference sources in the school library (e.g., interlibrary loan, CD-ROM DVDs and online databases).
- LM.9.1.2 select a research question.
- LM.9.1.3 develop search strategies for location and access of resources.
- LM.9.1.4 use advanced and technical periodicals, various types of reference books, vertical files and non-print materials to access information (e.g., periodical indices).
- LM.9.1.5 develop a systematic approach to judge the value of retrieved information for authenticity of information, bias, currency, relevance and appropriateness.
- LM.9.1.6 establish criteria for evaluating information retrieved through Internet searching: author's expertise, bias, coverage of topic and timeliness.

Performance Descriptors (LM.PD.9.1)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information Literacy. The student independently applies reference sources such as interlibrary loan, CD-ROMs, DVDs, and online databases. He/she develops an advanced level research question, develops specific search strategies to locate and access resources to answer questions and uses periodical indices, vertical files, and technical materials to retrieve information. The student automatically evaluates and applies the retrieved information and establishes evaluation criteria.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Information Literacy. The student demonstrates competent and proficient information access to reference sources such as interlibrary loan, CD-ROMs, DVDs, and online databases. The student demonstrates knowledge of a research question. He/she develops search strategies to locate and access resources to answer questions and uses periodical indices, vertical files, and technical materials to retrieve information. The student demonstrates knowledge of retrieved information and evaluation criteria

- **Mastery**

The student demonstrates fundamental knowledge and skills by showing consistent and accurate academic performance that meets the standard in Information Literacy. The student accesses reference sources such as interlibrary loan, CD-ROMs, DVDs, and online databases. He/she develops a research question and develops search strategies to locate and access resources to answer questions. The student uses periodical indices, vertical files and technical materials to

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retrieve information. He/she judges the authenticity of retrieved information and establishes evaluation criteria for retrieved information from the Internet.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Information Literacy. The student demonstrates basic but inconsistent performance in accessing reference sources such as interlibrary loan, CD-ROMs, DVDs, and online databases. With prompts, the student develops a research question and develops search strategies to locate and access resources to answer questions. He/she uses periodical indices, vertical files, and technical materials to retrieve information. The student demonstrates basic knowledge of retrieved information, and with prompts, establishes evaluation criteria.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Information Literacy. Performance needs considerable development. The student requires substantial help to access reference sources such as interlibrary loan, CD-ROMs, DVDs, and online databases. He/she develops a research question and search strategies to locate and access resources to answer questions with limited ability. He/she uses periodical indices, vertical files and technical materials to retrieve information. The student requires assistance in judging the authenticity in retrieving information from the Internet.

Standard 2: Independent Learning (LM.S.2)

Students will become independent learners by

- being information literate and pursuing information related to personal interests;
- appreciating literature and other creative expressions of information;
- striving for excellence in information seeking and knowledge generation.

Independent Learning Objectives:

Students will:

- LM.9.2.1 demonstrate knowledge of a secondary school library media center, personnel, organization, electronic retrieval systems and procedures.
- LM.9.2.2 identify and interpret information in the card catalog and/or online public access catalog (OPAC) to access information.
- LM.9.2.3 operate library media equipment and software programs necessary to access information.
- LM.9.2.4 identify grade appropriate authors, their literary works and associated time periods.
- LM.9.2.5 identify topics of interest and seek relevant information about them.
- LM.9.2.6 make decisions about group and classroom projects and learning objectives

Performance Descriptors (LM.PD.9.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Independent Learning. The student demonstrates advanced proficiency in using a secondary LMC. He/she uses the advanced and pertinent options of the card catalog/OPAC. The student explains and operates library media equipment and software programs for information retrieval. He/she reads mature grade level literary works from specific time periods and by assigned authors. The student effectively and accurately selects and prepares information for sophisticated classroom projects and assignments.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard of Independent Learning. The student is competent in using a secondary LMC. He/she uses the card catalog/OPAC efficiently and accurately. The student independently operates library media equipment and software programs for information retrieval. He/she reads advanced grade level literary works

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from specific time periods and by assigned authors. The student works independently in selecting and preparing information for classroom projects and assignments.

- **Mastery**

The student demonstrates fundamental knowledge and skills by showing consistent and accurate performance that meets the standard of Independent Learning. The student demonstrates knowledge of a secondary LMC by following standard operating procedures. He/she accesses, without assistance, the card catalog/OPAC and other electronic information systems for information retrieval. The student operates library media equipment and software programs for information retrieval. He/she reads grade level literary works from specific time periods and by assigned authors. The student selects and refines information in preparing classroom assignments and projects.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Independent Learning. The student requires assistance to access and utilize many resources in the secondary LMC. He/she, with prompts and assistance, uses the card catalog/OPAC. The student operates library media equipment and software programs for information retrieval at a basic level. He/she exhibits some difficulty reading grade level literary works from specific time periods and by assigned authors. The student, with assistance, selects information and prepares classroom projects and assignments.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Independent Learning. Performance needs considerable development. The student, with substantial assistance, uses a secondary school LMC and follows standard operating procedures. He/she, with considerable guidance and assistance, uses the card catalog/OPAC. The student, with considerable guidance and assistance, operates library media equipment and software programs for information retrieval. He/she reads literary works from lower grade levels. The student, with supervision and assistance, selects information and prepares classroom projects and assignments.

Standard 3: Social Responsibility (LM.S.3)

Students will develop social responsibility and contribute positively to the learning community and society by

- being information literate and recognizing the importance of information to a democratic society;
- practicing ethical behavior in regard to information and information technology;
- participating effectively in groups to pursue and generate information.

Social Responsibility Objectives:

Students will:

- LM.9.3.1 demonstrate individual responsibility for equitable access to information in a democratic society (e.g., share access to limited resources, return materials diligently).
- LM.9.3.2 recognize the social, economic, political, aesthetic and ethical functions and purposes embedded in media communications.
- LM.9.3.3 investigate a specific censorship situation (e.g., challenge to a book of magazine in a local library).
- LM.9.3.4 identify copyright and plagiarism laws in the editing and publishing process.
- LM.9.3.5 infer and summarize information communicated, delivered and received through interaction with all stakeholders.

Performance Descriptors (LM.PD.9.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Social Responsibility. The student accesses information and describes freedom of the press in the United States and in other countries. He/she assesses the merit of individual responsibility of

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Internet acceptable use, copyright laws, and plagiarism laws in the editing process. The student demonstrates sophisticated use of the Internet and identifies the social, economic, political, aesthetic, and ethical functions and purposes in media communications by following adopted guidelines. He/she forms subtle conclusions and summarizes information communicated from other patrons, peers, and other sources.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Social Responsibility. The student assesses information competently and proficiently for ethical functions including freedom of the press. He/she follows adopted guidelines for Internet acceptable use and consistently identifies the social, economic, political, aesthetic, and ethical functions and purposes in media communications. The student develops conclusions and summarizes information communicated from other patrons, peers, and other sources.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Social Responsibility. The student accesses information independently and demonstrates individual responsibility for ethical functions such as returning borrowed books diligently. He/she consistently follows adopted guidelines for Internet acceptable use and identifies copyright and plagiarism laws in the editing process. The student consistently develops conclusions and summarizes information communicated from other patrons, peers, and other sources.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Social Responsibility. The student accesses information inconsistently and demonstrates basic individual responsibility for ethical functions such as returning borrowed books diligently. He/she occasionally follows adopted guidelines for Internet acceptable use and identifies copyright and plagiarism laws in the editing process. The student develops partial conclusions and summarizes information communicated from other patrons, peers, and other sources.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Social Responsibility. Performance needs considerable development. The student accesses information with teacher guidance and demonstrates limited individual responsibility for ethical functions such as returning borrowed materials diligently. He/she, with prompts, follows adopted guidelines for Internet acceptable use and identifies copyright and plagiarism laws in the editing and publishing process. The student, with substantial assistance, develops incomplete conclusions and summaries of information communicated from patrons, peers, and other resources.

Tenth Grade Library Media Programs and Information Literacy

Standard 1: Information Literacy (LM.S.1)

Students will become information literate by

- accessing information efficiently and effectively;
- evaluating information critically and competently;
- using information accurately and creatively.

Information Literacy Objectives

Students will:

LM.10.1.1 select specific library resources as needed.

LM.10.1.2 refine search results for research project.

LM.10.1.3 create a research question, thesis statement or problem for a project.

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- LM.10.1.4 select and use advanced and technical periodicals, various types of reference books, vertical files and non-print materials to access information (e.g., periodical indices).
- LM.10.1.5 prioritize the use of periodicals, encyclopedias, almanacs, vertical files, non-print materials and a variety of reference tools as sources of information.
- LM.10.1.6 sort, evaluate and select information relevant to research topics.
- LM.10.1.7 examine the information retrieved for authenticity of information, bias, currency, relevance and appropriateness.
- LM.10.1.8 develop a systematic approach to judge the validity of Internet information match against the defined information need (e.g., researching an author on the Internet requires finding bibliographic information plus criticisms of the author's works).

Performance Descriptors (LM.PD.10.1)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information Literacy. The student assesses the merit of advanced resources as needed (e.g., technical periodicals, various reference books, periodical indices, and other non-print materials). He/she creates a well-crafted research question, thesis statement, or problem and analyzes the impact of the search results for the created project. The student evaluates and applies various sources of information (e.g., periodicals, encyclopedias, and vertical files). He/she evaluates, elaborates, and synthesizes the meaning and authenticity of relevant information. The student independently develops an approach to validate Internet information (e.g., researches an author on the Internet which requires finding bibliographic information plus criticism of the author's works).

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Information Literacy. The student demonstrates competent and proficient performance in selecting and using advanced resources as needed (e.g., technical periodicals, various reference books, periodical indices, and other non-print materials). The student develops a specific research question. He/she creates a thesis statement, or problem and shows effective application of search results for the created project. The student judges and applies various sources of information (e.g., periodicals, encyclopedias, and vertical files). The student accurately judges the merit of relevant information. The student consistently validates Internet information (e.g., researches an author on the Internet which requires finding bibliographic information plus criticism of the author's works).

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Information Literacy. The student selects and uses advanced resources as needed (e.g., technical periodicals, various reference books, periodical indices, and other non-print materials). He/she creates a research question, thesis statement, or problem, and refines search results for the created project. The student uses various sources of information (e.g., periodicals, encyclopedias, and vertical files). The student sorts, evaluates, and selects relevant information and examines the authenticity of the relevant information. He/she validates Internet information (e.g., researches an author on the Internet which requires finding bibliographic information plus criticism of the author's works).

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Information Literacy. The student demonstrates basic, but inconsistent performance in selecting and using resources as needed (e.g., technical periodicals, various reference books, periodical indices, and other non-print materials). The student creates a basic research question, thesis statement, or problem. The student uses simplified sources of information (e.g., periodicals, encyclopedias, and vertical files). He/she identifies relevant information and authenticity. The student has a limited approach to validate Internet information and to determine the meaning of author's works.

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- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Information Literacy. Performance needs considerable development. The student requires substantial help to use basic resources needed (e.g., technical periodicals, various reference books, periodical indices, and other non-print materials). He/she needs substantial help in creating a research question, thesis statement, or problem. The student needs considerable development in using various sources of information (e.g., periodicals, encyclopedias, and vertical files). He/she, with assistance, finds relevant information and needs help in identifying the authenticity of the information. The student demonstrates substantial need in validating Internet information.

Standard 2: Independent Learning (LM.S.2)

Students will become independent learners by

- being information literate and pursuing information related to personal interests.
- appreciating literature and other creative expressions of information.
- striving for excellence in information seeking and knowledge generation.

Independent Learning Objectives

Students will:

- LM.10.2.1 select resources from the card catalog and/or online public access catalog (OPAC) using title, subject or author, keyword and advanced searches (e.g., Boolean operators or limiters, copyright year or material type).
- LM.10.2.2 compare and analyze a variety of grade appropriate literary genre.
- LM.10.2.3 read a variety of award-winning materials from classic to contemporary literature.
- LM.10.2.4 evaluate information for decision making and personal interest.
- LM.10.2.5 develop and apply criteria for judging success of learning projects.

Performance Descriptors (LM.PD.10.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Independent Learning. The student competently uses the card catalog/OPAC to select resources using advanced strategies such as Boolean operators and limiters. He/she compares and analyzes grade appropriate literature in a variety of genres including award-winning literature. The student demonstrates reflection and insight while applying criteria for successful learning projects.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Independent Learning. The student effectively uses the catalog/OPAC to select resources using advanced strategies such as Boolean operators and limiters. He/she reads and analyzes grade appropriate literature in a variety of genres including award-winning works. The student develops criteria for locating and using information for learning projects.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate performance that meets the standard in Independent Learning. The student uses the card catalog/OPAC to select resources using advanced strategies such as Boolean operators and limiters. He/she compares grade appropriate literary genres and reads various award-winning models of literature. The student evaluates information and develops and applies criteria for successful learning projects.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Independent Learning. The student inconsistently uses the card catalog /OPAC to select resources using advanced strategies such as Boolean operators and limiters. With assistance, he/she reads grade appropriate literature in a variety of genres and from various award-winning models of literature. The student, with

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assistance, evaluates information and needs help developing criteria for successful learning projects.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Independent Learning. Performance needs considerable development. With substantial assistance, the student uses the card catalog OPAC to select resources using advanced strategies such as Boolean operators and limiters. The student reads literature at below grade level. The student inconsistently applies criteria for learning projects.

Standard 3: Social Responsibility (LM.S.3)

Students will develop social responsibility and contribute positively to the learning community and society by

- being information literate and recognizing the importance of information to a democratic society.
- practicing ethical behavior in regard to information and information technology.
- participating effectively in groups to pursue and generate information.

Social Responsibility Objectives

- LM.10.3.1 explain the importance of equitable access to a variety of information in a democratic society.
- LM.10.3.2 examine the social, economic, political, aesthetic and ethical functions and purposes embedded in media communications.
- LM.10.3.3 identify and explain the implications of censorship in the United States and in other countries.
- LM.10.3.4 observe and acknowledge copyright laws, plagiarism laws and trademarks in the editing process.
- LM.10.3.5 translate and employ information communicated, delivered and received through interaction with all stakeholders.

Performance Descriptors (LM.PD.10.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Social Responsibility. The student automatically accesses information and describes freedom of the press in the United States and in other countries. He/she critiques the application of copyright laws, and plagiarism laws in the editing process. The student assesses and applies the social, economic, political, aesthetic, and ethical functions and purposes in media communications by following adopted guidelines. He/she automatically evaluates and applies information communicated from other patrons, peers, and other sources.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Social Responsibility. The student accesses information competently and proficiently for ethical functions including freedom of the press. He/she follows adopted guidelines for Internet acceptable use and consistently identifies copyright laws, plagiarism laws, and trademarks. The student independently develops conclusions and summarizes information received and delivered from other patrons, peers, and other sources.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Social Responsibility. The student accurately explains equitable access to information and describes and identifies censorship implications in the United States and other countries. He/she examines and explains the social, economic, political, aesthetic, and ethical functions and purposes in media communications by following adopted guidelines. The student consistently acknowledges

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copyright laws, plagiarism laws, and trademarks. He/she interprets and employs information received and delivered from other patrons, peers, and other sources.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Social Responsibility. The student accesses basic information inconsistently and describes and identifies censorship implications in the United States and other countries. He/she examines and partially explains the social, economic, political, aesthetic, and ethical functions and purposes in media communications by following adopted guidelines. The student occasionally acknowledges copyright and plagiarism laws in the editing process. He/she occasionally translates and employs information received and delivered from other patrons, peers, and other sources.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Social Responsibility. Performance needs considerable development. The student demonstrates substantial need in explaining equitable access to information and in describing and identifying censorship implications in the United States and other countries. He/she needs help in identifying the social, economic, political, aesthetic, and ethical functions and purposes in media communicated by following adopted guidelines. The student seldom acknowledges copyright laws, plagiarism laws, and trademarks. He/she needs regular assistance in interpreting and employing information received from other patrons, peers, and other resources.

Library Media Programs and Information Literacy Grade 11

Standard 1: Information Literacy LM.S.1

Students will become information literate by

- accessing information efficiently and effectively;
- evaluating information critically and competently;
- using information accurately and creatively.

Information Literacy Objectives

Students will:

- LM.11.1.1 access the library resources remotely.
- LM.11.1.2 compare and integrate new information with prior knowledge to establish a research question, thesis statement.
- LM.11.1.3 employ a systematic approach to judge the value of the retrieved information for authenticity of information, bias, currency, relevance and appropriateness.
- LM.11.1.4 evaluate relevant information found in periodicals, encyclopedias, almanacs, vertical files, non-print materials and a variety of reference tools, including electronic databases, as sources of information.

Performance Descriptors (LM.PD.11.1)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information Literacy. The student demonstrates exceptional and exemplary performance in accessing library sources remotely. He/she uses sophisticated application of new information and exceeds in analyzing a research question and /or thesis statement. The student analyzes the impact of the value and authenticity of information (e.g., bias, currency, relevancy). He/she assesses the merit of relevant information found in various reference tools (e.g., periodicals, electronic databases, and other non-print materials).

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- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Information Literacy. The student demonstrates competent and proficient performance in accessing library resources remotely. The student shows a thorough and effective application of knowledge and skills to create a research question and/or thesis statement. The student shows thorough and effective application of the value and authenticity of information (e.g., bias, currency, relevancy). The student selects, evaluates, and uses appropriate information found in various reference tools (e.g., periodicals, electronic databases, and other non-print materials).

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Information Literacy. The student accesses library resources remotely. The student compares and integrates new information and establishes a research question and/or thesis statement. The student systematically judges the value and authenticity of information (e.g., bias, currency, relevancy). The student evaluates relevant information found in various reference tools (e.g., periodicals, electronic databases, and other non-print materials).

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Information Literacy. The student demonstrates basic, but inconsistent performance in accessing library resources remotely. He/she identifies some new information and demonstrates basic, but inconsistent performance, in creating a research question and/or thesis statement. The student needs support in analyzing and judging the value and authenticity of information (e.g., bias, currency, relevancy). He/she needs support in accessing relevant information found in various reference tools (e.g., periodicals, electronic databases, and other non-print materials).

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Information Literacy. Performance needs considerable development. The student demonstrates substantial need in accessing library resources remotely. He/she needs considerable help in locating information and needs considerable help in developing a research a question. The student needs considerable help in judging the value and authenticity of information (e.g., authority, objectivity, accuracy). He/she requires considerable help in evaluating relevant information found in various reference tools (e.g., periodicals, electronic databases, and other non-print materials).

Standard 2: Independent Learning LM.S.2

Students will become independent learners by

- being information literate and pursuing information related to personal interests;
- appreciating literature and other creative expressions of information;
- striving for excellence in information seeking and knowledge generation.

Independent Learning Objectives

Students will:

- LM.11.2.1 use word processing skills for note taking, creating reports, lists and simple tables, and producing and publishing a variety of works.
- LM.11.2.2 utilize and link knowledge from software programs and the Internet (e.g., hypertext, sound files, video clips, other sophisticated applications).
- LM.11.2.3 analyze literary styles within a genre.
- LM.11.2.4 read and evaluate books with emphasis on American, British and world literature.
- LM.11.2.5 recognize that accurate and complete information is essential to sound decisions in personal, academic and career pursuits.
- LM.11.2.6 establish goals, plans, budgets and timeline for completing a project

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Performance Descriptors (LM.PD.11.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Independent Learning. The student expertly demonstrates performance in using word processing skills efficiently for various tasks (e.g. note taking, lists and simple tables, publishing works). He/she links knowledge from software and the Internet (e.g. note taking, lists and simple tables, publishing works). The student independently evaluates literary styles including American, British and world literature. He/she consistently recognizes the importance of accurate and complete information. The student is self-directed to establish goals, plans, budgets, and timelines for completing a project.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Independent Learning. The student accurately chooses and uses word processing skills for various tasks (e.g. note taking, lists, tables, and publishing works). He/she links knowledge from software and the Internet. The student analyzes and evaluates literary styles in various literary genres including American, British, and world literature. He/she demonstrates the importance of accurate and complete information in work produced. The student independently establishes goals, plans, budgets, and timelines for completing a project.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate performance that meets the standard in Independent Learning. The student uses word processing skills efficiently for various tasks (e.g. note taking, lists and simple tables, publishing works). He/she utilizes and links knowledge from software and the Internet (e.g. hypertext, sound files, video clips). The student analyzes and evaluates literary styles in a variety of works including American, British, and world literature. He/she recognizes the importance of accurate and complete information. The student establishes goals, plans, budgets, and timelines for completing a project.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Independent Learning. The student demonstrates basic, but inconsistent performance in using word processing skills (e.g. note taking, lists and simple tables, publishing works). He/she utilizes and sometimes links knowledge from software and the Internet (e.g. hypertext, sound files, video clips). The student reads, and in simplistic terms, evaluates various works including American, British, and world literature. He/she recognizes the importance of accurate and complete information, but requires assistance to judge its efficacy. If prompted, the student establishes goals, plans, budgets, and timelines for completing a project.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Independent Learning. Performance needs considerable development. The student uses basic word processing skills (e.g. note taking, lists and simple tables, publishing works) with inconsistency. He/she links knowledge from software and the Internet (e.g. hypertext, sound files, video clips) sporadically. The student reads works American, British, and world literature below grade level. He/she recognizes the importance of accurate and complete information but requires considerable assistance to select and use it. The student rarely sets goals, plans, budgets, and timelines for completing a project.

Standard 3: Social Responsibility LM.S.3

Students will develop social responsibility and contribute positively to the learning community and society by

- being information literate and recognizing the importance of information to a democratic society;
- practicing ethical behavior in regard to information and information technology;
- participating effectively in groups to pursue and generate information.

Social Responsibility Objectives

Students will:

- LM.11.3.1 evaluate the impact of equitable access to information in a democratic society.
- LM.11.3.2 compare and contrast freedom of the press in different situations and geographic areas.
- LM.11.3.3 assess the need for different information policies and user agreements in a variety of settings.
- LM.11.3.4 examine and evaluate information communicated, delivered and received through interaction with all stakeholders.

Performance Descriptors (LM.PD.11.3)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Social Responsibility. The student evaluates equitable access to information and compares and contrasts freedom of the press in the United States and other countries. He/she automatically relates and demonstrates the need for a variety of information, policies, and user agreements. The student critiques and applies information communicated from other patrons, peers, and other sources.
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Social Responsibility. The student independently evaluates equitable access to information without assistance and compares and contrasts freedom of the press in the United States and other countries. He/she independently applies the value of a variety of information policies and user agreements. The student assesses information communicated from other patrons, peers, and other sources.
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Social Responsibility. The student consistently and independently evaluates equitable access to information and compares and contrasts freedom of the press in the United States and in other countries. He/she continuously relates the value of a variety of information policies and user agreements. The student examines and evaluates information communicated from other patrons, peers, and other sources.
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Social Responsibility. With considerable assistance, the student evaluates equitable access to information and describes and identifies censorship implications in the United States and other countries. He/she inconsistently relates the value of a variety of information policies and user agreements. The student occasionally examines and evaluates information communicated from other patrons, peers, and other sources.
- **Novice**
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Social Responsibility. Performance needs considerable development. The student needs substantial assistance in accessing information and in acknowledging freedom of the press in the United States and other countries. With considerable assistance, he/she relates the value of a variety of information policies and user agreements. The student needs guidance in examining and evaluating information communicated from other patrons, peers, and other resources.

Library Media Programs and Information Literacy Grade 12

Standard 1: Information Literacy LM.S.1

Students will become information literate by

- accessing information efficiently and effectively;
- evaluating information critically and competently;
- using information accurately and creatively.

Information Literacy Objectives

Students will:

- LM.12.1.1 apply all library resources.
- LM.12.1.2 create and develop a research question, thesis statement or problem based on the nature, purpose and scope of the project.
- LM.12.1.3 determine if the research question, thesis statement or problem is clear and searchable; refine and revise, as necessary.
- LM.12.1.4 critique research retrieved for authority, accuracy, objectivity, currency, coverage and relevancy.
- LM.12.1.5 assess information and sources to complete a final product.
- LM.12.1.6 determine a variety of technology resources for curriculum needs and personal information needs (e.g., streaming video, CD/DVD, subscription database).

Performance Descriptors (LM.PD.12.1)

- **Distinguished**
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information Literacy. The student applies sophisticated and independent use of all library resources. He/she creates an enhanced and cohesive question, thesis statement or problem for a specific project. The student elaborates and assesses the validity and authenticity of information (e.g., authority, objectivity, accuracy). He/she automatically evaluates and applies various technology resources for curriculum and personal needs (e.g., streaming video, CD/DVD, subscription database).
- **Above Mastery**
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Information Literacy. The student demonstrates competent and proficient use of all library resources. The student creates a precise and effective question, thesis statement, or problem for a specific project. The student shows a thorough effective validity and authenticity of information (e.g., authority, objectivity, accuracy). The student critiques and ranks retrieved information (e.g., streaming video, CD/DVD, subscription database). The student employs various technology resources for curriculum, and personal needs (e.g., streaming video, CD/DVD, subscription database).
- **Mastery**
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Information Literacy. The student applies all library resources. The student creates and develops a question, statement, or problem for a specific project. The student determines the clarity and validity of the question, statement, or problem, then refines and revises the question, statement, or problem. The student critiques retrieved information (e.g., authority, objectivity, accuracy). The student assesses information and sources for a final project. The student determines various technology resources for curriculum needs and personal needs (e.g., streaming video, CD/DVD, subscription database).
- **Partial Mastery**
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Information Literacy. The student demonstrates basic, but inconsistent performance of applying all library resources. The student creates simplistic questions, statements, or problems for a specific project. He/she has sporadic clarity and validity of the question, statement, or problem and, with prompts, refines and revises the

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question, statement or problem (e.g., authority, objectivity, accuracy). The student has limited use of retrieved information and sources for a final project. The student, with applied prompts, uses various technology resources for curriculum and personal needs (e.g., streaming video, CD/DVD, subscription database).

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Information Literacy. Performance needs considerable development. The student demonstrates substantial need in applying fundamental knowledge of library resources. He/she needs considerable development in creating a question, statement, or problem for a specific project. The student has fragmented and incomplete clarity, validity, and authenticity of information (e.g., authority, objectivity, accuracy). He/she requires substantial assistance in retrieving information and sources for a final project. The student needs considerable development in technology resources for curriculum and personal needs (e.g., streaming video, CD/DVD, subscription database).

Independent Learning Objectives

Students will:

- LM.12.2.1 organize information in systematic manner for unity, coherence, clarity and emphasis.
- LM.12.2.2 evaluate and select knowledge from software programs and the Internet to create and present projects, products and performances through a variety of information gathering tools.
- LM.12.2.3 evaluate author's choice of genre.
- LM.12.2.4 read books and other creative works from a variety of world literature and relate them to personal information needs and experiences.
- LM.12.2.5 articulate personal goals in pursuit of individual interest, academic requirements and career paths.
- LM.12.2.6 recognize gaps in personal knowledge and apply strategies for addressing them.

Performance Descriptors (LM.PD.12.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Independent Learning. The student analyzes and evaluates information in a systematic manner. He/she automatically evaluates and applies information from various information-gathering tools to enhance and expand projects, productions and performances. The student demonstrates reflection and insight of an author's choice of genre. He/she reads books and other creative works with a critical eye to applying and relating them to personal needs. The student defines and prioritizes personal goals in pursuit of individual interests, academic requirements, and career paths. He/she acknowledges the lack of personal knowledge and uses elaborate strategies to address them.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Independent Learning. The student organizes information in a systematic manner. He/she coordinates information from various gathering tools to create and present projects, productions, and performances. The student has a sophisticated ability to evaluate an author's choice of genre. He/she reads books and other literature for the purpose of applying information to personal needs. The student is self-motivated to personal goals in pursuit of individual interests, academic requirements, and career paths. He/she independently addresses gaps in personal knowledge and applies strategies to address them.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate performance that meets the standard in Independent Learning. The student organizes information in a systematic manner. He/she evaluates and selects information from various information gathering tools to create and present projects, productions, and performances. The student evaluates an author's choice of genre.

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He/she reads books and other creative works and relates them to personal needs. The student develops personal goals in pursuit of individual interests, academic requirements, and career paths. He/she recognizes gaps in personal knowledge and seeks strategies to address them.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Independent Learning. The student organizes basic information in a systematic manner with limited success. He/she requires assistance to judge and select information from various information gathering tools to create and present projects, productions, and performances. The student, with prompts, explains an author's choice of genre. He/she needs assistance in reading books and other creative works and in relating them to personal needs. The student determines limited personal goals in pursuit of individual interests, academic requirements, and career paths. He/she recognizes gaps in personal knowledge, when pointed out, and sporadically applies strategies to address them.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Independent Learning. Performance needs considerable development. The student organizes basic information with considerable assistance. He/she selects information from a very limited array of information gathering tools to create and present projects, productions, and performances. The student identifies the author's choice of genre. He/she needs considerable assistance in reading books and other creative works and in relating them to personal needs. The student requires assistance and encouragement in setting personal goals in reference to individual interests, academic requirements, and career paths. He/she recognizes gaps in personal knowledge but rarely applies strategies to address them.

Social Responsibility Objectives

Students will:

- LM.12.3.1 assess information communicated, delivered and received through interaction with all stakeholders.
- LM.12.3.2 collaborate with others to ensure equitable access to information in a democratic society.
- LM.12.3.3 explain conditions under which permission must be obtained for the use of copyrighted materials.
- LM.12.3.4 formulate the criteria for the reconsideration of controversial materials in the school library.
- LM.12.3.5 defend and justify information communicated, delivered and received through interaction through all stakeholders.

Performance Descriptors (LM.PD.12.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Social Responsibility. The student independently evaluates equitable access to information and compares and contrasts freedom of the press in the United States and other countries. He/she analyzes the impact of copyright permission and refines reconsideration criteria for controversial materials. The student critiques, defends, and applies information communicated and delivered from other patrons, peers, and other sources.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Social Responsibility. The student proficiently accesses information and collaborates with others in the information inquiry process. He/she defends freedom of the press. The student adequately uses copyright permission and justifies reconsideration criteria for controversial materials. The student interprets

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and analyzes information communicated and delivered from other patrons, peers, and other sources.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Social Responsibility. The student consistently accesses information and collaborates with others in the information inquiry process. The student explains copyright permission and creates reconsideration criteria for controversial materials. He/she defends and justifies information communicated and delivered from other patrons, peers, and other sources.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Social Responsibility. With prompts and assistance the student accesses information and collaborates with others in the information inquiry process. The student partially explains copyright permission and with assistance, creates reconsideration criteria for controversial materials. He/she sporadically defends and justifies information communicated and delivered from other patrons, peers, and other resources.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Social Responsibility. Performance needs considerable development. The student demonstrates substantial need in accessing information and guided collaboration with others in the information inquiry. He/she needs assistance in identifying copyright permission and must be guided through reconsideration criteria for controversial materials. The student, with teacher guidance, defends and justifies information communicated from other patrons, peers, and other resources.

**W. Va. 126CSR44AA, Policy 2520.1A, West Virginia College- and Career-Readiness Standards for
English Language Arts
Comment Response Form**

Comment Period Ends: June 12, 2020

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.

- | | | |
|---|--|---|
| <input type="checkbox"/> Superintendent | <input type="checkbox"/> Higher Educator | <input type="checkbox"/> Parent/Family |
| <input type="checkbox"/> Principal | <input type="checkbox"/> Teacher | <input type="checkbox"/> Community Member |
| <input type="checkbox"/> Professional Support Staff | <input type="checkbox"/> Service Personnel | <input type="checkbox"/> Other |

COMMENTS/SUGGESTIONS
§126-44AA-1. General.
§126-44AA-2. Purpose.
§126-44AA-3 Incorporation by Reference.
§126-44AA-4. Summary of the Content Standards.
§126-44AA-5. Severability.
Introduction

**W. Va. 126CSR44AA, Policy 2520.1A, West Virginia College- and Career-Readiness Standards for
English Language Arts
Comment Response Form**

Explanation of Terms
Numbering of Standards
College- and Career-Readiness Indicators for English Language Arts
English Language Arts - Kindergarten
English Language Arts – Grade 1
English Language Arts – Grade 2
English Language Arts – Grade 3
English Language Arts – Grade 4
English Language Arts – Grade 5
English Language Arts – Grade 6
English Language Arts – Grade 7
English Language Arts – Grade 8
English Language Arts – Grade 9
English Language Arts – Grade 10
English Language Arts – Grade 11
English Language Arts – Grade 12
Creative Writing and Reading
Technical English Language Arts
Transition English Language Arts for Seniors
College- and Career-Readiness Standards for Library Media
Explanation of Terms
Library Media K-2
Library Media 3-5
Library Media 6-8
Library Media 9-12
Repeal of Policy 2520.17, Library Media Content Standards and Objectives for West Virginia Schools

Please direct all comments to:

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