WEST VIRGINIA SECRETARY OF STATE

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ADMINISTRATIVE LAW DIVISION

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Office of West Virginia
Secretary Of State

NOTICE OF FINAL FILING AND ADOPTION OF A LEGISLATIVE EXEMPT, INTERPRETIVE OR PROCEDURAL RULE

AGENCY: Education   TITLE-SERIES: 126-044AA

RULE TYPE: Legislative   Amendment to Existing Rule: Yes   Repeal of existing rule: No
             Exempt

RULE NAME: West Virginia College- and Career-Readiness
             Standards for English Language Arts (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)

This rule is filed with the Secretary of State. This rule becomes effective on the following date:

<u>August 10, 2020</u>

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.**

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. -- July 9, 2020.

1.4. Effective Date. -- August 10, 2020.

1.5. Repeal of Former Rule. -- This legislative rule-revises 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 (hereinafter WVDE), Office of Middle/Secondary Learning.

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

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

§126-44AA-5. Severability.

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

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. 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

Domains are the broad components that make up a 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.

<u>**Literacy Foundations**</u>
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. 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).

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	
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 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.

<u>Literacy Foundations (K-8)</u>

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.

<u>Reading</u>

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.

English Language Arts – Kindergarten

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success. 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 opinion, informative, and narrative writing. Students in kindergarten will advance through a developmentally-appropriate progression of standards. The following chart represents the highlights the college- and career-readiness indicators that will be developed in kindergarten:

College and Career Readiness Indicators for Kindergarten	
Literacy Foundations	
- Name and print upper-and lower-case letters. - Recognize and reproduce the structure of sounds in language. - Understand the basic organization and features of print.	
Reading	**Writing**
- Participate in daily read alouds of complex texts to build knowledge and vocabulary - Retell familiar stories and talk about stories read to them using details from the text. - Ask and answer questions about key details in literary and informational texts read aloud.	- Use a combination of drawing, dictating, and writing to compose opinion and informative pieces, and to narrate events. - Participate in shared research and writing.
Speaking/Listening	**Language**
- Participate in collaborative conversations about kindergarten topics and texts and follow agreed-upon rules for discussions. - Speak audibly to express thoughts, feelings, and ideas clearly.	- Understand and use nouns, verbs, plurals, prepositions, and question words. - Produce complete sentences in shared language activities. - Capitalize the first word of a sentence and recognize end punctuation. - Spell simple words phonetically using letter-sound relationships. - Learn and use words acquired through read alouds and conversations.

Literacy Foundations

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

Cluster	Phonics and Word Recognition
ELA.K.II	Know and apply grade-level phonics and word analysis skills in decoding words. • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. • Associate common spellings with the five major short vowel sounds. • Read common high-frequency words by sight. • Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

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

Cluster	Phonological Awareness
ELA.K.IV	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Recognize and produce rhyming words. • Count, pronounce, blend, and segment syllables in spoken words. • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words (i.e., consonant-vowel-consonant, hereinafter CVC). This does not include CVCs ending with /l/, /r/ or /x/. • Add or substitute individual sounds in simple, one-syllable words to make new words.

Cluster	Print Concepts
ELA.K.V	Demonstrate understanding of the organization and basic features of print. • Follow words from left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name upper- and lowercase letters of the alphabet.

Reading

Cluster	Key Ideas and Details
ELA.K.1	With prompting and support, ask and answer questions about key details in a literary text.
ELA.K.2	With prompting and support, retell familiar stories, including key details in literary texts.
ELA.K.3	With prompting and support, identify characters, settings, and major events in a literary text.
ELA.K.4	With prompting and support, ask and answer questions about key details in an informational text.

ELA.K.5	With prompting and support, identify the main topic and retell key details of an informational text.
ELA.K.6	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in an informational text.

Cluster	Craft and Structure
ELA.K.7	With prompting and support, ask and answer questions about unknown words in a literary text.
ELA.K.8	With prompting and support, recognize common types of texts.
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.
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.
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.

Cluster	Range of Reading and Text Complexity
ELA.K.18	Actively engage in group reading activities of grade-appropriate complex literary texts with purpose and understanding.
ELA.K.19	Actively engage in group reading activities of grade-appropriate complex 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.
ELA.K.21	Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts; name and supply some information about the topic.
ELA.K.22	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and

	provide a reaction to what happened.

Cluster	Production and Distribution of Writing
ELA.K.23	(Begins in grade 3.)
ELA.K.24	With guidance and support from adults and collaborative discussions, add details to strengthen writing as needed.
ELA.K.25	With guidance and support from adults, explore a variety of age-appropriate technologies to produce and publish writing as well as to interact and collaborate with others.

Cluster	Research to Build and Present Knowledge
ELA.K.26	With guidance and support, participate in shared research and writing.
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. • Follow agreed-upon rules for discussions. • 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 to descriptions as desired to provide additional details.
ELA.K.35	Speak audibly and express thoughts, feelings, and ideas clearly.

Language

Cluster	Conventions of Standard English
ELA.K.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Use frequently occurring nouns and verbs. • Form regular plural nouns orally by adding /s/ or /es/. • Understand and use question words. • Use the most frequently occurring prepositions.

	• Produce and expand complete sentences in shared language activities.
ELA.K.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. • Capitalize the first word in a sentence and the pronoun I. • Recognize and name end punctuation. • Write a letter or letters for most consonant and short-vowel sounds. • Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

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

Cluster	Vocabulary Acquisition and Use
ELA.K.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. • Identify new meanings for familiar words and apply them accurately. • Introduce the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.
ELA.K.40	With guidance and support from adults, explore word relationships and nuances in word meanings. • Sort common objects into categories to gain a sense of the concepts the categories represent. • Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. • Identify real-life connections between words and their use. • Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.
ELA.K.41	Use words and phrases acquired through conversations, reading, being read to, and responding to texts.

English Language Arts – Grade 1

All West Virginia teachers are responsible for classroom instruction that integrates content standards, content standards, technology, and dispositions for student success. 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 opinion, 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 highlights the college- and career-readiness indicators that will be developed in first grade:

College- and Career-Readiness Indicators for Grade 1	
Literacy Foundations	
- Read with sufficient accuracy and fluency to support comprehension. - Use phonics (matching letters and sounds) and word analysis skills to decode unfamiliar words. - Recognize and reproduce the structure of sounds in language.	
Reading	**Writing**
- Participate in daily read alouds of complex texts to build knowledge and vocabulary. - Ask and answer questions about key details in literary and informational texts independently and in read alouds. - Use text features to locate information and compare and contrast different types of texts.	- Write opinion and informative pieces by introducing a topic, supplying facts and reasons, and providing a sense of closure. - Write narratives with appropriate sequences, including details, transitional words, and a sense of closure. - Participate in shared research and writing.
Speaking/Listening	**Language**
- Participate in collaborative conversations about first grade topics and texts and follow agreed-upon rules for discussions. - Speak audibly in complete sentences to express thoughts, feelings, and ideas clearly.	- Produce a variety of complete sentence types and structures. - Capitalize dates, names of people, and use appropriate ending punctuation. - 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.

Literacy Foundations

Cluster	Fluency
ELA.1.I	Read with sufficient accuracy and fluency to support comprehension. • Read grade-level text with purpose and understanding. • Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Cluster	Phonics and Word Recognition
ELA.1.II	Know and apply grade-level phonics and word analysis skills in decoding words. • Know the spelling-sound correspondences for common consonant digraphs. • Decode regularly spelled one-syllable words. • Know final -e and common vowel team conventions for representing long vowel sounds. • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • Decode two-syllable words following basic patterns by breaking the words into syllables. • Read words with inflectional endings. • Recognize and read grade-appropriate irregularly spelled words.

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

Cluster	Phonological Awareness
ELA.1.IV	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Distinguish long from short vowel sounds in spoken single-syllable words. • Orally produce single-syllable words by blending sounds, including consonant blends. • Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. • Segment spoken single-syllable words into their complete sequence of individual sounds.

Cluster	Print Concepts
ELA.1.V	Demonstrate understanding of the organization and basic features of print. • Recognize the distinguishing features of a sentence, including first word, capitalization, and ending punctuation.

Reading

Cluster	Key Ideas and Details
ELA.1.1	Ask and answer questions about key details in a literary text.
ELA.1.2	Retell stories, including key details, and demonstrate understanding of their central idea 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 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.

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

Writing

Cluster	Text Types and Purposes
ELA.1.20	Write opinion pieces by introducing the topic or name of the text being discussed, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.
ELA.1.21	Write informative/explanatory texts by naming a topic, supplying some facts about the topic, and providing some sense of closure.
ELA.1.22	Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use transitional words to signal event order, and provide some sense of closure.

Cluster	Production and Distribution of Writing
ELA.1.23	(Begins in Grade 3.)

ELA.1.24	With guidance and support from adults and collaborative discussions, focus on a topic and add details to strengthen writing as needed.
ELA.1.25	With guidance and support from adults, use a variety of age-appropriate technologies to produce and publish writing 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.
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. • Follow agreed-upon rules for discussions. • 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 visuals to descriptions when appropriate to clarify ideas, thoughts, and feelings.
ELA.1.35	Produce complete sentences when appropriate to task and situation.

Language

Cluster	Conventions of Standard English
ELA.1.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Use common, proper, and possessive nouns. • Use singular and plural nouns with matching verbs in basic sentences. • Use personal, possessive and indefinite pronouns. • Use verbs to convey a sense of past, present, and future. • Use frequently occurring adjectives. • Use frequently occurring conjunctions. • Use determiners (e.g., a, the, most, this one, third).

	• Use frequently occurring prepositions. • Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
ELA.1.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. • Capitalize dates and names of people. • Use end punctuation for sentences. • Use commas in dates and to separate single words in a series. • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Cluster	Knowledge of Language
ELA.1.38	(Begins in grade 2.)

Cluster	Vocabulary Acquisition and Use
ELA.1.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. • Use sentence-level context as a clue to the meaning of a word or phrase. • Use frequently occurring affixes as a clue to the meaning of a word. • Identify frequently occurring root words and their inflectional forms (e.g., looks, looked, and looking).
ELA.1.40	With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Sort words into categories to gain a sense of the concepts the categories represent. • Define words by category and by one or more key attributes. • Identify real-life connections between words and their use. • Distinguish shades of meaning among verbs differing in manner. • Distinguish shades of meaning among adjectives differing in intensity 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.

English Language Arts – Grade 2

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success. 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 opinion, 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 college- and career-readiness indicators that will be developed in second grade:

College- and Career-Readiness Indicators for Grade 2	
Literacy Foundations	
- Read with sufficient accuracy and fluency to support comprehension. - Use phonics and word analysis skills to decode unfamiliar words. - Create readable documents with legible print or cursive.	
Reading	**Writing**
- Read and comprehend a variety of complex texts including texts that fall in the 420-820 Lexile range. - Ask and answer questions about key details in literary and informational texts independently and in read alouds. - Use text features to locate information and compare and contrast different types of informational texts. - Describe the overall structure of a literary text and acknowledge differences in character viewpoints.	- Write opinion and informative pieces by introducing a topic, supplying facts and reasons, using linking words, and providing a sense of closure. - Write narratives with appropriate sequences, including details, transitional words, and a sense of closure. - Participate in shared research and writing.
Speaking/Listening	**Language**
- 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.	- 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.

Literacy Foundations

Cluster	Fluency
ELA.2.I	Read with sufficient accuracy and fluency to support comprehension. • Read grade-level text with purpose and understanding. • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Cluster	Phonics and Word Recognition
ELA.2.II	Know and apply grade-level phonics and word analysis skills in decoding words. • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Know spelling-sound correspondences for additional common vowel teams. • Decode regularly spelled two-syllable words with long vowels. • Decode words with common prefixes and suffixes. • Identify words with inconsistent but common spelling-sound correspondences. • Recognize and read grade-appropriate irregularly spelled words.

Cluster	Handwriting
ELA.2.III	Create readable documents with legible print or cursive as developmentally appropriate.

Reading

Cluster	Key Ideas and Details
ELA.2.1	Ask and answer 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 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 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 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 by different authors or from different cultures in a literary text.
ELA.2.15	Explain how specific images 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 literary texts 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.

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 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 age-appropriate technologies 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.

| 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. • Follow agreed-upon rules for discussions. • 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 visuals to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
ELA.2.35	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

Cluster	Conventions of Standard English
ELA.2.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Use collective nouns. • Form and use frequently occurring irregular plural nouns. • Use reflexive pronouns. • Form and use the past tense of frequently occurring irregular verbs. • Use adjectives and adverbs and choose between them depending on what is to be modified. • Produce, expand, and rearrange complete simple and compound sentences.
ELA.2.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. • Capitalize holidays, product names, and geographic names. • Use commas in greetings and closings of letters. • Use an apostrophe to form contractions and frequently occurring possessives. • Generalize learned spelling patterns when writing words.

	• Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Cluster	Knowledge of Language
ELA.2.38	Use knowledge of language and its conventions when writing, speaking, reading, or listening. • Compare formal and informal uses of English.

Cluster	Vocabulary Acquisition and Use
ELA.2.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known prefix is added to a known word. • Use a known root word as a clue to the meaning of an unknown word with the same root. • Use knowledge of the meaning of individual words to predict the meaning of compound words. • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
ELA.2.40	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Identify real-life connections between words and their use. • Distinguish shades of meaning among closely related verbs and closely related adjectives.
ELA.2.41	Use words and phrases acquired through conversations, reading, being read to, and responding to texts; use adjectives and adverbs to describe.

English Language Arts – Grade 3

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success. 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 opinion, 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 college- and career-readiness indicators that will be developed in third grade:

College- and Career-Readiness Indicators for Grade 3	
Literacy Foundations	
- Read with sufficient accuracy and fluency to support comprehension. - Use word analysis skills and phonics to decode unfamiliar words. - Write legibly in cursive or joined italics with correct margins and spacing.	
Reading	**Writing**
- Read and comprehend a variety of complex texts including texts that fall in the 420-820 Lexile range. - Ask and answer questions about key details in literary and informational texts referring explicitly to the text as the basis for the answers. - Use text features to locate information and compare and contrast different types of informational texts. - Refer to specific parts of literary and informational texts, describe connections, and distinguish between different viewpoints.	- Write opinion and informative pieces by introducing a topic, supplying facts and reasons, using linking words and providing a concluding statement or section. - Write narratives with appropriate sequences, including details, dialogue, transitional words, and a sense of closure. - Conduct short research projects that build knowledge about a topic.
Speaking/Listening	**Language**
- 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.	- 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.

Literacy Foundations

Cluster	Fluency
ELA.3.I	Read with sufficient accuracy and fluency to support comprehension. • Read grade-level text with purpose and understanding. • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Cluster	Phonics and Word Recognition
ELA.3.II	Know and apply grade-level phonics and word analysis skills in decoding words. • Identify and know the meaning of the most common prefixes and derivational suffixes. • Decode words with common Latin suffixes. • Decode multi-syllable words. • Read grade-appropriate irregularly spelled words.

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

Reading

Cluster	Key Ideas and Details
ELA.3.1	Ask and answer questions to demonstrate understanding of a literary text, referring explicitly to the text as the basis for the answers.
ELA.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central idea, 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 and explain how their actions contribute to the sequence of events.
ELA.3.4	Ask and answer questions to demonstrate understanding of an informational text, referring explicitly to the text as the basis for the answers.
ELA.3.5	Determine the main idea of an informational text; recount the key details and explain how they support the main idea.
ELA.3.6	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text, using language that pertains to time, sequence, and cause/effect.

Cluster	Craft and Structure
ELA.3.7	Determine the meaning of words and phrases as they are used in a literary text, distinguishing literal from nonliteral language.

ELA.3.8	Refer to parts of stories, dramas, and poems when writing or speaking about a literary text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
ELA.3.9	Distinguish one's point of view from that of the narrator or those of the characters in a literary text.
ELA.3.10	Determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade 3 topic or subject area.
ELA.3.11	Use informational text features and search tools 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.
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.
ELA.3.15	Use information gained from illustrations and the words in an informational text to demonstrate understanding of the text.
ELA.3.16	Describe the logical connection between particular sentences and paragraphs in an informational text.
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 at the high end of the grades 2–3 text complexity range independently and proficiently.
ELA.3.19	By the end of the year, read and comprehend informational texts, including social studies, science, and technical texts, at the high end of the grades 2–3 text complexity range independently and proficiently.

Writing

Cluster	Text Types and Purposes
ELA.3.20	Write opinion pieces on topics or texts, supporting a point of view with reasons. • Introduce the topic or text being discussed, state an opinion, and create an organizational structure that lists reasons. • Provide reasons that support the opinion. • Use linking words and phrases to connect opinion and reasons. • Provide a concluding statement or section.
ELA.3.21	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • Introduce a topic and group related information together; include illustrations when useful to aid comprehension. • Develop the topic with facts, definitions, and details. • Use linking words and phrases to connect ideas within categories of information. • Provide a concluding statement or section.

ELA.3.22	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. • Use transitional words and phrases to signal event order. • Provide a sense of closure.

Cluster	Production and Distribution of Writing
ELA.3.23	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
ELA.3.24	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing to 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 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 for research, reflection, and/or revision and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

Cluster	Comprehension and Collaboration
ELA.3.30	Engage effectively in a range of collaborative discussions with diverse partners including one-on-one, small groups, and teacher-led on grade 3 topics and texts, building on others' ideas and expressing ideas clearly. • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • Follow agreed-upon rules for discussions. • 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 visuals when appropriate to emphasize or enhance certain facts or details.
ELA.3.35	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

Cluster	Conventions of Standard English
ELA.3.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. • Form and use regular and irregular plural nouns. • Use abstract nouns. • Form and use regular and irregular verbs. • Form and use the simple verb tenses. • Ensure subject-verb and pronoun-antecedent agreement. • Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. • Use coordinating and subordinating conjunctions. • Produce simple, compound, and complex sentences.
ELA.3.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. • Capitalize appropriate words in titles. • Use commas in addresses. • Use commas and quotation marks in dialogue. • Form and use possessives. • Use conventional spelling for high-frequency words and for adding suffixes to base words. • Use spelling patterns and generalizations in writing words. • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Cluster	Knowledge of Language
ELA.3.38	Use knowledge of language and its conventions when writing, speaking, reading, or listening. • Choose words and phrases for effect. • Recognize and observe differences between the conventions of spoken and written Standard English.

Cluster	Vocabulary Acquisition and Use
ELA.3.39	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

	• Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known affix is added to a known word. • Use a known root word as a clue to the meaning of an unknown word with the same root. • Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
ELA.3.40	Demonstrate understanding of word relationships and nuances in word meanings. • Distinguish the literal and nonliteral meanings of words and phrases in context. • Identify real-life connections between words and their use. • 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.

English Language Arts – Grade 4

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success. 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 opinion, 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 college- and career-readiness indicators that will be developed in fourth grade:

College- and Career-Readiness Indicators for Grade 4	
Literacy Foundations	
- Read with sufficient accuracy and fluency to support comprehension. - Use phonics and word analysis skills to decode unfamiliar words. - Write fluidly and legibly in cursive or joined italics.	
Reading	**Writing**
- Read and comprehend a variety of complex texts including texts that fall in the 740-1010 Lexile range. - Refer to details and examples in literary and informational texts when explaining what the text says explicitly and when drawing inferences from the text. - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably - Compare and contrast the structures and points of view of multiple literary and informational texts.	- 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. - 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.
Speaking/Listening	**Language**
- Engage effectively in collaborative discussions on fourth grade topics and texts, building on others' ideas and expressing ideas clearly. - Identify the reasons and evidence a speaker provides to support particular points.	- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including similes, metaphors, idioms, adages, and proverbs. - Use correct capitalization, commas and quotation marks. - Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases.

Literacy Foundations

Cluster	Fluency
ELA.4.I	Read with sufficient accuracy and fluency to support comprehension. • Read grade-level text with purpose and understanding. • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Cluster	Phonics and Word Recognition
ELA.4.II	Know and apply grade-level phonics and word analysis skills in decoding words. • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Cluster	Handwriting
ELA.4.III	Write fluidly and legibly in cursive or joined italics.

Reading

Cluster	Key Ideas and Details
ELA.4.1	Refer to details and examples in a literary text when explaining what the text says explicitly and when drawing inferences from the text.
ELA.4.2	Determine a theme of a story, drama, or poem from details in the literary text; summarize the text.
ELA.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the literary text.
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 central idea of an informational text and explain how it is supported by key details; summarize the text.
ELA.4.6	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the informational text.

Cluster	Craft and Structure
ELA.4.7	Determine the meaning of words and phrases as they are used in a literary text, including words that allude to significant characters such as those found in mythology.
ELA.4.8	Explain major differences between poems, drama, and prose; refer to the structural elements of poems and drama 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 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 and patterns of events in stories, myths, traditional literature, and literary text from different cultures.
ELA.4.15	Interpret information presented visually orally or quantitatively 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 literary texts in the grades 4–5 text complexity range proficiently, with scaffolding as needed at the high end of the range.
ELA.4.19	By the end of the year read and comprehend informational texts, including social studies, science and technical texts, in the grades 4–5 text complexity range proficiently, with scaffolding as needed at the high end of the range.

Writing

Cluster	Text Types and Purposes
ELA.4.20	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. • Provide reasons that are supported by facts and details. • Link opinion and reasons using words and phrases (e.g., for instance, in order to, or in addition). • Provide a concluding statement or section related to the opinion presented.
ELA.4.21	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • Introduce a topic clearly and group related information in paragraphs and sections; include formatting, 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	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and description to develop experiences and events or show the responses of characters to situations. • Use a variety of transitional words and phrases to manage the sequence of events. • Use concrete words and phrases and sensory details to convey experiences and events precisely. • Provide a conclusion that follows from the narrated experiences or events.

Cluster	Production and Distribution of Writing
ELA.4.23	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
ELA.4.24	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing 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.

Cluster	Research to Build and Present Knowledge
ELA.4.26	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
ELA.4.27	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
ELA.4.28	Draw evidence from literary or informational texts and apply grade-level Reading standards to support analysis, reflection, and research.

Cluster	Range of Writing
ELA.4.29	Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

Cluster	Comprehension and Collaboration
ELA.4.30	Engage effectively in a range of collaborative discussions with diverse partners including one-on-one, small groups, and teacher-led on grade 4 topics and texts, building on others' ideas and expressing ideas clearly. • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • Follow agreed-upon rules for discussions and carry out assigned roles. • Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others. • Review the key ideas expressed and explain ideas and understanding in light of the

	discussion.
ELA.4.31	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELA.4.32	Identify the reasons and evidence a speaker provides to support particular points.

Cluster	Presentation of Knowledge and Ideas
ELA.4.33	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
ELA.4.34	Add audio recordings and visuals to presentations when appropriate to enhance the development of main ideas or themes.
ELA.4.35	Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; demonstrating command of grade 4 Language standards and using formal English when appropriate to task and situation.

Language

Cluster	Conventions of Standard English
ELA.4.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Use relative pronouns. • Form and use the progressive verb tenses. • Use modal auxiliaries to convey various conditions (e.g., can, may, or must). • Order adjectives within sentences according to conventional patterns. • Form and use prepositional phrases. • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Correctly use frequently confused words.
ELA.4.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. • Use correct capitalization. • Use commas and quotation marks to mark direct speech and quotations from a text. • Use a comma before a coordinating conjunction in a compound sentence. • Spell grade-appropriate words correctly, consulting references as needed.

Cluster	Knowledge of Language
ELA.4.38	Use knowledge of language and its conventions when writing, speaking, reading, or listening. • Choose words and phrases to convey ideas precisely. • Choose punctuation for effect. • Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

Cluster	Vocabulary Acquisition and Use
ELA.4.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. • Use context 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. • Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
ELA.4.40	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Explain the meaning of simple similes and metaphors in context. • Recognize and explain the meaning of common idioms, adages, and proverbs. • Demonstrate understanding of words by relating them to their antonyms and to their synonyms.
ELA.4.41	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

English Language Arts – Grade 5

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success. 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 opinion, 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 college- and career-readiness indicators that will be developed in fifth grade:

College- and Career-Readiness Indicators for Grade 5	
Literacy Foundations	
- Read with sufficient accuracy, rate, and expression to support comprehension. - Use knowledge of all letter-sound correspondences, syllabication patterns, roots, and affixes to accurately read unfamiliar multisyllabic words. - Write fluidly and legibly in cursive or joined italics.	
Reading	**Writing**
- Read and comprehend a variety of complex texts including texts that fall in the high end of the 740-1010 Lexile range. - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. - Compare and contrast the structures of multiple literary and informational texts. - Analyze differences in point of view and how point of view influences how events are described.	- Produce clear and coherent writing appropriate to task, purpose, and audience; develop and strengthen writing with guidance and support from peers and adults. - Gather relevant information from several sources and provide a list of sources. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
Speaking/Listening	**Language**
- 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.	- 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.

Literacy Foundations

Cluster	Fluency
ELA.5.I	Read with sufficient accuracy and fluency to support comprehension. • Read on-level text with purpose and understanding. • Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Cluster	Phonics and Word Recognition
ELA.5.II	Know and apply grade-level phonics and word analysis skills in decoding words. • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Cluster	Handwriting
ELA.5.III	Write fluidly and legibly in cursive or joined italics.

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.
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 central ideas of an informational text and explain how they are supported by key details; summarize the text.
ELA.5.6	Using an informational text, explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Cluster	Craft and Structure
ELA.5.7	Determine the meaning of words and phrases as they are used in a literary text, including figurative language such as metaphors and similes.
ELA.5.8	Explain how a series of chapters, scenes, or stanzas fits together in a literary text to provide the overall structure of a particular story, drama, or poem.
ELA.5.9	Describe how a narrator's or speaker's point of view influences how events are described in a literary text.
ELA.5.10	Determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade 5 topic or subject area.
ELA.5.11	Compare and contrast the overall structure 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.
ELA.5.14	Compare and contrast stories in literary texts of the same genre 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 literary texts 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. • 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. • Introduce a topic clearly, provide a general observation, and focus and group related information logically; include formatting, 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	Write a narrative to develop real or imagined experiences or events using effective

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

Cluster	Production and Distribution of Writing
ELA.5.23	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
ELA.5.24	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, trying a new approach, or editing to 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.

Cluster	Research to Build and Present Knowledge
ELA.5.26	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
ELA.5.27	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
ELA.5.28	Draw evidence from literary or informational texts and apply grade-level Reading standards to support analysis, reflection, and research.

Cluster	Range of Writing
ELA.5.29	Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames 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 with diverse partners including one-on-one, small group, and teacher-led on grade 5 topics and texts, building on others' ideas and expressing ideas clearly. • Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • Follow agreed-upon rules for discussions and carry out assigned roles. • Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

ELA.5.31	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELA.5.32	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Cluster	Presentation of Knowledge and Ideas
ELA.5.33	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
ELA.5.34	Include multimedia components and visual 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, demonstrating command of grade 5 Language standards and using formal English when appropriate to task and situation.

Language

Cluster	Conventions of Standard English
ELA.5.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. • Form and use the perfect verb tenses. • Use verb tense to convey various times, sequences, states, and conditions. • Recognize and correct inappropriate shifts in verb tense. • Use correlative conjunctions.
ELA.5.37	Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing. • Use punctuation to separate items in a series. • Use a comma to separate an introductory element from the rest of the sentence. • Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. • Use underlining, quotation marks, or italics to indicate titles of works. • Spell grade-appropriate words correctly, consulting references as needed.

Cluster	Knowledge of Language
ELA.5.38	Use knowledge of language and its conventions when writing, speaking, reading, or listening. • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. • Compare and contrast the varieties of English used in stories, dramas, or poems.

Cluster	Vocabulary Acquisition and Use
ELA.5.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. • Use context 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.

	• Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
ELA.5.40	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figurative language, including similes and metaphors, in context. • Recognize and explain the meaning of common idioms, adages, and proverbs. • Use the relationship between particular words to better understand each of the words (e.g., synonyms, antonyms, and homographs).
ELA.5.41	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, and in addition).

English Language Arts – Grade 6

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success. 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 highlights the college- and career-readiness indicators that will be developed in sixth grade:

College- and Career- Readiness Indicators for Grade 6	
Literacy Foundations	
- Read with sufficient accuracy and fluency to support comprehension. - Use word analysis skills to decode unfamiliar words. - Write legibly in cursive or joined italics with correct margins and spacing.	
Reading	**Writing**
- Read and comprehend a variety of complex texts including texts that fall in the 925-1185 Lexile range. - 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. - Evaluate arguments and specific claims and distinguish claims that are supported by reasons and evidence from claims that are not.	- Produce clear and coherent writing appropriate to task, purpose, and audience; develop and strengthen writing as needed by planning, revising, and/or editing. - Gather relevant information from multiple sources assessing the credibility of each source; avoid plagiarism and provide basic bibliographic information for sources.
Speaking/Listening	**Language**
- 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 central ideas or themes.	- 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.

Literacy Foundations

Cluster	Fluency
ELA.6.I	Read with sufficient accuracy and fluency to support comprehension. • Read grade-level text with purpose and understanding. • Read grade-level text 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.6.II	Know and apply word analysis skills in decoding unfamiliar words. • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Cluster	Handwriting
ELA.6.III	Write fluidly and legibly in cursive or joined italics.

Reading

Cluster	Key Ideas and Details
ELA.6.1	Cite textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text.
ELA.6.2	Determine a theme or central idea of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.6.3	Describe how a particular story's or drama's plot unfolds in a series of events and how the characters respond or change as the plot moves toward a resolution.
ELA.6.4	Cite textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text.
ELA.6.5	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.6.6	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in an informational text.

Cluster	Craft and Structure
ELA.6.7	Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
ELA.6.8	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a literary text and contributes to the development of the theme, setting, or plot.
ELA.6.9	Explain how an author develops the point of view of the narrator or speaker in a literary text.
ELA.6.10	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings.

| ELA.6.11 | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of an informational text and contributes to the development of the ideas. |
| ELA.6.12 | Determine an author's point of view or purpose and explain how it is communicated in an informational text. |

Cluster	Integration of Knowledge and Ideas
ELA.6.13	Compare and contrast the experience of reading a literary text-to-listening to or viewing an audio, video, or live version of the literary text, including contrasting what is "seen" and "heard".
ELA.6.14	Compare and contrast literary texts in different forms or genres in terms of their approaches to similar themes and topics.
ELA.6.15	Integrate information presented in digital, print, and non-print text 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 the same topic in informational text.

Cluster	Range of Reading and Text Complexity
ELA.6.18	By the end of the year, read and comprehend literary texts 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 informational texts in the grades 6–8 text complexity range proficiently, with scaffolding as needed at the high end of the range.

Writing

Cluster	Text Types and Purposes
ELA.6.20	Write arguments to support claims with clear reasons and relevant evidence. • Introduce claim(s) and organize the reasons and evidence clearly. • Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. • Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from the argument presented.
ELA.6.21	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. • Introduce a topic; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aid comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate transitions to clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic.

	• Establish and maintain a formal style. • Provide a concluding statement or section that follows from the information or explanation presented.
ELA.6.22	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. • Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. • Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. • Provide a conclusion that follows from the narrated experiences or events.

Cluster	Production and Distribution of Writing
ELA.6.23	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
ELA.6.25	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

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 and apply grade-level Reading standards to support analysis, reflection, and research.

Cluster	Range of Writing
ELA.6.29	Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames 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 with diverse partners including one-on-one, small groups, and teacher-led discussions on grade 6 topics, texts, and issues, building on others' ideas and expressing ideas clearly. • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • Follow rules for shared discussions, set specific goals and deadlines, and define

	individual roles as needed. • Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. • Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
ELA.6.31	Interpret information presented in digital, print, and non-print formats 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 digital media and visuals in presentations to clarify information.
ELA.6.35	Adapt speech to a variety of contexts and tasks, demonstrating command of grade 6 Language standards, as well as formal English, when indicated or appropriate.

Language

Cluster	Conventions of Standard English
ELA.6.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Ensure that pronouns are in the proper case to function effectively. • Use intensive pronouns. • Recognize and correct inappropriate shifts in pronoun number and person. • Recognize and correct vague pronouns
ELA.6.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. • Use commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements. • Spell correctly, consulting references as needed.

Cluster	Knowledge of Language
ELA.6.38	Use knowledge of language and its conventions when writing, speaking, reading, or listening. • Vary sentence patterns for meaning, reader/listener interest, and style. • Maintain consistency in style and tone.

Cluster	Vocabulary Acquisition and Use
ELA.6.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. • Use context 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. • Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.

	• Verify the initial determination of the meaning of a word or phrase.
ELA.6.40	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grade 6 texts. • Interpret figures of speech in context. • Use the relationship between particular words to better understand each of the words. • Distinguish among the connotations of words with similar denotations.
ELA.6.41	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

English Language Arts – Grade 7

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success. 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 highlights the college- and career-readiness indicators that will be developed in seventh grade:

College- and Career-Readiness Indicators for Grade 7	
Literacy Foundations	
- Read with sufficient accuracy and fluency to support comprehension. - Use word analysis skills to decode unfamiliar words. - Write legibly in cursive or joined italics with correct margins and spacing.	
Reading	**Writing**
- 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. - Analyze how elements of literary text interact and how individuals, events, and ideas interact in informational text; cite textual evidence to support analysis. - Trace and evaluate arguments and claims, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	- 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. - 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).
Speaking/Listening	**Language**
- 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. - Present claims and findings to others; emphasize main points; make eye contact; speak loudly; pronounce words clearly and use formal English when the situation calls for it.	- Use 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.

Literacy Foundations

Cluster	Fluency
ELA.7.I	Read with sufficient accuracy and fluency to support comprehension. • Read grade-level text with purpose and understanding. • Read grade-level text 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.7.II	Know and apply word analysis skills in decoding unfamiliar words. • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Cluster	Handwriting
ELA.7.III	Write fluidly and legibly in cursive or joined italics.

Reading

Cluster	Key Ideas and Details
ELA.7.1	Cite several pieces of textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text.
ELA.7.2	Determine a theme or central idea of a literary text and analyze its development over the course of the text; provide an objective summary of the text.
ELA.7.3	Analyze how particular elements of a story or drama interact.
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.

Cluster	Craft and Structure
ELA.7.7	Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds 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 contributes to its meaning.
ELA.7.9	Analyze how an author develops and contrasts the points of view of different characters or narrators in a literary text.
ELA.7.10	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
ELA.7.11	Analyze the structure an author uses to organize an informational text, including how the major sections contribute to the whole and to the development of the ideas.
ELA.7.12	Determine an author's point of view or purpose in an informational text and analyze how the author distinguishes his or her position from that of others.

Cluster	Integration of Knowledge and Ideas
ELA.7.13	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.
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.
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 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 informational texts in the grades 6–8 text complexity range proficiently, with scaffolding as needed at the high end of the range.

Writing

Cluster	Text Types and Purposes
ELA.7.20	Write arguments to support claims with clear reasons and relevant evidence. • Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented.
ELA.7.21	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aid comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style.

	• Provide a concluding statement or section that follows from and supports the information or explanation presented.
ELA.7.22	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. • Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide a conclusion that follows from and reflects on the narrated experiences or events.

Cluster	Production and Distribution of Writing
ELA.7.23	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ELA.7.24	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 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 (MLA or APA).
ELA.7.28	Draw evidence from literary or informational texts and apply grade-level Reading standards to support analysis, reflection, and research.

Cluster	Range of Writing
ELA.7.29	Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

Cluster	Comprehension and Collaboration
ELA.7.30	Engage effectively in a range of collaborative discussions with diverse partners including one-on-one, small groups, and teacher-led discussions on grade 7 topics, texts, and issues, building on others' ideas and expressing ideas clearly. • Come to discussions prepared, having read or researched material under study;

	explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. • Pose questions that elicit elaboration, and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. • Acknowledge new information expressed by others and, when warranted, modify former views.
ELA.7.31	Analyze the main ideas and supporting details presented in print, non-print, and digital formats 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 digital media and visuals in presentations to clarify claims and findings and emphasize salient points.
ELA.7.35	Adapt speech to a variety of contexts and tasks, demonstrating command of grade 7 Language standards, as well as formal English, when indicated or appropriate.

Language

Cluster	Conventions of Standard English
ELA.7.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Explain the function of phrases and clauses in general and their function in specific sentences. • Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. • Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
ELA.7.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. • Use a comma to separate coordinate adjectives. • 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. • 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. • Use context 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. • Consult general and specialized reference materials, 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.
ELA.7.40	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech in context. • Use the relationship between particular words to better understand each of the words. • Distinguish among the connotations of words with similar denotations.
ELA.7.41	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

English Language Arts – Grade 8

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success. 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 highlights the college- and career-readiness indicators that will be developed in eighth grade:

College- and Career-Readiness Indicators for Grade 8	
Literacy Foundations	
- Read with sufficient accuracy and fluency to support comprehension. - Use word analysis skills to decode unfamiliar words. - Write legibly in cursive or joined italics with correct margins and spacing.	
Reading	**Writing**
- Read and comprehend a variety of complex texts including texts that fall in the 925-1185 Lexile range. - 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. - 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.	- 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. - 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).
Speaking/Listening	**Language**
- 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. - Analyze the purpose of information presented in diverse media and evaluate the motives behind its presentation.	- 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. - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings; gather vocabulary knowledge when considering a word or

• 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.	phrase important to comprehension or expression.

Literacy Foundations

Cluster	Fluency
ELA.8.I	Read with sufficient accuracy and fluency to support comprehension. • Read grade-level text with purpose and understanding. • Read grade-level text 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.8.II	Know and apply word analysis skills in decoding unfamiliar words. • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Cluster	Handwriting
ELA.8.III	Write fluidly and legibly in cursive or joined italics.

Reading

Cluster	Key Ideas and Details
ELA.8.1	Cite the textual evidence that most strongly supports an analysis of what the literary text says explicitly as well as inferences drawn from the text.
ELA.8.2	Determine a theme or central idea of a literary text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
ELA.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
ELA.8.4	Cite the textual evidence that most strongly supports an analysis of what the informational text says explicitly as well as inferences drawn from the text.
ELA.8.5	Determine a central idea of an informational text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
ELA.8.6	Analyze how an informational text makes connections among and distinctions between individuals, ideas, or events.

Cluster	Craft and Structure
ELA.8.7	Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

ELA.8.8	Compare and contrast the structure of two or more literary texts and analyze how the differing structure of each text contributes to its meaning and style.
ELA.8.9	Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor in a literary text.
ELA.8.10	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
ELA.8.11	Analyze in detail the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.
ELA.8.12	Determine an author's point of view or purpose in an informational text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Cluster	Integration of Knowledge and Ideas
ELA.8.13	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
ELA.8.14	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is transformed in the modern work.
ELA.8.15	Evaluate the advantages and disadvantages of using different mediums 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 literary texts 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 informational texts at the high end of the grades 6–8 text complexity range independently and proficiently.

Writing

Cluster	Text Types and Purposes
ELA.8.20	Write arguments to support claims with clear reasons and relevant evidence. • Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented.

ELA.8.21	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aid comprehension. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the information or explanation presented.
ELA.8.22	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. • Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. • Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide a conclusion that follows from and reflects on the narrated experiences or events.

Cluster	Production and Distribution of Writing
ELA.8.23	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ELA.8.24	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, or editing to demonstrate command of the Language standards up to and including grade 8, focusing on how well purpose and audience have been addressed.
ELA.8.25	Use technology to produce and publish writing, present the relationships between information and ideas efficiently, and interact and collaborate with others.

Cluster	Research to Build and Present Knowledge
ELA.8.26	Conduct short research projects to answer a question, (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ELA.8.27	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (MLA or APA).

ELA.8.28	Draw evidence from literary or informational texts and apply grade-level Reading standards to support analysis, reflection, and research.

Cluster	Range of Writing
ELA.8.29	Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

Cluster	Comprehension and Collaboration
ELA.8.30	Engage effectively in a range of collaborative discussions with diverse partners including one-on-one, small groups, and teacher-led discussions on grade 8 topics, texts, and issues, building on others' ideas and expressing ideas clearly. • Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. • Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. • Acknowledge new information expressed by others and, when warranted, qualify or justify views in light of the evidence presented.
ELA.8.31	Analyze the purpose of information presented in digital, print, and non-print media and evaluate the motives behind its presentation.
ELA.8.32	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.

Cluster	Presentation of Knowledge and Ideas
ELA.8.33	Present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
ELA.8.34	Integrate digital media and visuals 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 grade 8 Language standards, as well as formal English, when indicated or appropriate.

Language

Cluster	Conventions of Standard English
ELA.8.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Explain the function of gerunds, participles, and infinitives in general and their function in particular sentences.
ELA.8.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

	• Use a comma, ellipsis, or dash to indicate a pause or break. • Use an ellipsis to indicate an omission. • Spell correctly, consulting reference materials as needed.

Cluster	Knowledge of Language
ELA.8.38	Use knowledge of language and its conventions when writing, speaking, reading, or listening. • Use verbs in the active and passive voice. • Use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood to achieve particular effects. • 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. • Use context 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. • Consult general and specialized reference materials, 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.
ELA.8.40	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech in context. • Use the relationship between particular words to better understand each of the words. • Distinguish among the connotations of words with similar denotations.
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. In grade 9, 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 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 highlights the college- and career-readiness indicators that will be developed in ninth grade:

College- and Career-Readiness Indicators for Grade 9	
Reading	**Writing**
• 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. • 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. • Assess claims and arguments; make judgments about whether evidence is trustworthy and reasoning is logical.	• 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). • Use complex ideas, strong evidence, descriptive details, and cohesive structure to express a point of view for a variety of purposes, tasks, and audiences.
Speaking/Listening	**Language**
• 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 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. • Make strategic use of digital media in presentations to enhance understanding of	• Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Write and edit work so that it conforms to the guidelines in a style manual (MLA Handbook or APA Handbook) appropriate for the discipline and writing type.

	findings, reasoning, and evidence and to add interest.	

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 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.
ELA.9.8	Analyze how an author's choices concerning how to structure a literary text, order events within it, and manipulate time 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.
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.
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.
ELA.9.14	Analyze how an author draws on and transforms source material in a specific literary work.
ELA.9.15	Analyze various accounts of a subject told in different mediums, 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, 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 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 informational texts in the grades 9-10 text complexity range proficiently, with scaffolding as needed at the high end of the range.

Writing

Cluster	Text Types and Purposes
ELA.9.20	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. • Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • Provide a concluding statement or section that follows from and supports the argument presented.
ELA.9.21	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aid comprehension. • Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • Provide a concluding statement or section that follows from and supports the information or explanation presented.

ELA.9.22	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences events and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. • Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Cluster	Production and Distribution of Writing
ELA.9.23	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ELA.9.24	Develop and strengthen writing as needed by planning, revising, rewriting, trying a new approach, or editing to demonstrate command of all Language standards up to and including grade 9, focusing on addressing what is most significant for a specific purpose and audience.
ELA.9.25	Use technology 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 (MLA or APA).
ELA.9.28	Draw evidence from literary or informational texts and apply grade-level Reading standards to support analysis, reflection, and research.

Cluster	Range of Writing
ELA.9.29	Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames for a range of tasks, purposes, and audiences.

Speaking & Listening

Cluster	Comprehension and Collaboration
ELA.9.30	Initiate and effectively participate in a range of collaborative discussions with diverse partners including one-on-one, small groups, and teacher-led discussions on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and

	persuasively. - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. - Work with peers to set rules for collegial discussions and decision-making; 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, evaluating the credibility and accuracy of each source.
ELA.9.32	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Cluster	Presentation of Knowledge and Ideas
ELA.9.33	Present information, findings, and supporting evidence clearly, concisely, and logically, such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
ELA.9.34	Make strategic use of digital media 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 grade 9 Language standards, as well as formal English, when indicated or appropriate.

Language

Cluster	Conventions of Standard English
ELA.9.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. - Use parallel structure. - Use various types of phrases including noun, verb, adjectival, participial, prepositional, and absolute and clauses including independent, dependent, noun, relative, and adverbial to convey specific meanings and add variety and interest to writing or presentations
ELA.9.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. - Use a colon to introduce a list or quotation. - Spell correctly, consulting reference materials as needed.

Cluster	Knowledge of Language
ELA.9.38	Apply knowledge of language to understand how language functions in different

	contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Write and edit work so that it conforms to the guidelines in a style manual (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. • Use context 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). • Consult general and specialized reference materials, 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.
ELA.9.40	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.
ELA.9.41	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

English Language Arts – Grade 10

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success. 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 highlights the college- and career-readiness indicators that will be developed in tenth grade:

College and Career Readiness Indicators for Grade 10	
Reading	**Writing**
- Read and comprehend a variety of complex texts including texts that fall in the 1050-1335 Lexile range. - Analyze and defend how author draw on or transforms source material; including how they address related themes and content. - Analyze a variety of literary texts reflecting the cultural experience and point of view of authors from outside the United States; cite textual evidence to support analysis.	- 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). - Use complex ideas, strong evidence, descriptive details, and cohesive structure to express a point of view for a variety of purposes, tasks, and audiences.
Speaking/Listening	**Language**
- 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. - Work with peers to set rules for democratic, collegial discussions and decision-making. - Integrate multiple sources of information presented in diverse media or formats; enhance findings and evidence using digital media.	- 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. - 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.

Reading

Cluster	Key Ideas and Details
ELA.10.1	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, recognizing when the text leaves matters uncertain.
ELA.10.2	Determine two themes or central ideas of a literary text and analyze in detail their development over the course of the literary text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the literary text.

ELA.10.3	Analyze how complex characters 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, and manipulate time 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.
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.
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.
ELA.10.14	Analyze and defend how an author draws on and transforms source material in a specific literary work.
ELA.10.15	Analyze and defend various accounts of a subject told in different mediums, 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, 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 literary texts 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 informational texts, independently and proficiently, at the high end of the grade 9-10 text complexity range.

Writing

Cluster	Text Types and Purposes
ELA.10.20	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Introduce precise, knowledgeable claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly, supplying relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. • Use a variety of words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • Provide a concluding statement or section that follows from and supports the argument presented.
ELA.10.21	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • Introduce a topic; organize complex ideas, concepts, and information to analyze important connections and distinctions; include formatting, graphics, and multimedia when useful to aid comprehension. • Develop the topic with well-chosen, relevant, significant, and sufficient facts; extended definitions; concrete details, quotations, or other information; and examples appropriate to the audience's knowledge of the topic. • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • Provide a concluding statement or section that follows from and supports the information or explanation presented.
ELA.10.22	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and

	multiple plot lines, to develop experiences, events, and/or characters.
	• Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build upon a particular outcome. • Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Cluster	Production and Distribution of Writing
ELA.10.23	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ELA.10.24	Develop and strengthen writing as needed by planning, revising, trying a new approach, or editing to show a command of all Language standards up to and including grade 10, focusing on addressing what is most significant for a specific purpose and audience.
ELA.10.25	Use technology 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 (MLA or APA).
ELA.10.28	Draw evidence from literary or informational texts and apply grade-level Reading standards to support analysis, reflection, and research.

Cluster	Range of Writing
ELA.10.29	Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames for a range of tasks, purposes, and audiences.

Speaking & Listening

Cluster	Comprehension and Collaboration
ELA.10.30	Initiate and effectively participate in a range of collaborative discussions with diverse partners including one-on-one, small groups, and teacher-led discussions on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively. • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • Work with peers to set rules for democratic, collegial discussions and decision-

	making (e.g., informal consensus, taking votes on key issues, presentation of alternate views); establish clear goals, deadlines, and individual roles as needed. • Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify, or challenge ideas and conclusions. • Respond thoughtfully to diverse perspectives; analyze points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
ELA.10.31	Integrate multiple sources of information presented in diverse media or formats, 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 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 grade 10 Language standards, as well as formal English, when indicated or appropriate.

Language

Cluster	Conventions of Standard English
ELA.10.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Use various types of phrases including noun, verb, adjectival, adverbial, participial, prepositional, or absolute and clauses including independent, dependent, noun, relative, and adverbial to convey specific meanings and add variety and interest to writing or presentations.
ELA.10.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. • Use a colon to introduce a list or quotation. • Spell correctly, using reference sources as needed.

Cluster	Knowledge of Language
ELA.10.38	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Write and edit work so that it conforms to the guidelines in a style manual (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.
	• Use context 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.
	• Consult general and specialized reference materials, 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.
ELA.10.40	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	• Interpret figures of speech in context and analyze their role in the text.
	• Analyze nuances in the meaning of words with similar denotations.
ELA.10.41	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

English Language Arts – Grade 11

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success. 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 highlights the college- and career-readiness indicators that will be developed in eleventh grade:

College and Career Readiness Indicators for Grade 11	
Reading	**Writing**
• Analyze how word choices and phrasing convey meaning and add complexity to works of historical and modern authors. • Read and comprehend increasingly complex texts including texts that fall in the 1185-1385 Lexile range; examine themes and use textual evidence to support analysis of literary and informational texts.	• 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**
• 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; give thoughtful feedback and accept feedback graciously. • Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	• 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. • 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.

Reading

Cluster	Key Ideas and Details
ELA.11.1	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
ELA.11.2	Determine two or more themes or central ideas of a literary text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
ELA.11.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

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.
ELA.11.8	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.
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.
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.
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, poem, or drama evaluating how each version interprets the source text.
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 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 and the premises, purposes, and arguments in works of public advocacy.
ELA.11.17	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. informational documents of historical and literary significance 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 literary texts 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 informational texts in the grades 11-12 text complexity range proficiently, with scaffolding as needed at the high end of the range.

Writing

Cluster	Text Types and Purposes
ELA.11.20	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Introduce precise, knowledgeable claim(s); establish the significance of the claim(s); distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. • Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • Provide a concluding statement or section that follows from and supports the argument presented.
ELA.11.21	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, 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.
ELA.11.22	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and

	multiple plot lines, to develop experiences, events, and/or characters.
	• Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
	• 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.
ELA.11.24	Develop and strengthen writing as needed by planning, revising, trying a new approach, or editing to demonstrate command of all Language standards up to and including grade 12, focusing on addressing what is most significant for a specific purpose and audience.
ELA.11.25	Use technology 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 (MLA or APA).
ELA.11.28	Draw evidence from literary or informational texts and apply grade-level Reading standards to support analysis, reflection, and research.

Cluster	Range of Writing
ELA.11.29	Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames for a range of tasks, purposes, and audiences.

Speaking & Listening

Cluster	Comprehension and Collaboration
ELA.11.30	Initiate and effectively participate in a range of collaborative discussions with diverse partners including one-on-one, small groups, and teacher-led discussions on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
	• Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	• Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed.

	• Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. • Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
ELA.11.31	Integrate multiple sources of information presented in diverse formats and media 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 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 command of Language standards up to and including grade 11, as well as formal English, when indicated or appropriate.

Language

Cluster	Conventions of Standard English
ELA.11.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. • Resolve issues of complex or contested usage, consulting references as needed.
ELA.11.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. • Observe hyphenation conventions. • Spell correctly, using reference materials as needed.

Cluster	Knowledge of Language
ELA.11.38	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Vary syntax for effect by consulting references 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. • Use context 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. • 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, etymology, or standard usage. • Verify the initial determination of the meaning of a word or phrase.
ELA.11.40	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.
ELA.11.41	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

English Language Arts – Grade 12

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success. 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 highlights the college- and career-readiness indicators that will be developed in twelfth grade:

College and Career Readiness Indicators for Grade 12	
Reading	**Writing**
• Critically evaluate how authors' word choices, phrasing, and use of structure adds complexity, beauty, or persuasiveness to the text. • 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.	• 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**
• 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; give thoughtful feedback and accept feedback graciously. • Make strategic and engaging use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	• 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. • 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.

Reading

Cluster	Key Ideas and Details
ELA.12.1	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text and a variety of other sources, including determining where and why the literary text leaves matters uncertain.
ELA.12.2	Determine two or more themes or central ideas of a literary text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective and critical analysis of the literary text.

ELA.12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
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.
ELA.12.8	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.
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.
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.
ELA.12.11	In informational text, analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including how the author uses structure to make points clear, convincing, and engaging.
ELA.12.12	Determine an author's point of view, purpose, and tone in an informational text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Cluster	Integration of Knowledge and Ideas
ELA.12.13	Analyze multiple interpretations of a story, poem, or drama critically evaluating how each version interprets the source text.
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 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 and the premises, purposes, and arguments in works of public advocacy.
ELA.12.17	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. informational documents of historical and literary significance 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 literary texts 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 informational texts independently and proficiently at the high end of the grades 11-12 text complexity range.

Writing

Cluster	Text Types and Purposes
ELA.12.20	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Introduce precise, knowledgeable claim(s); establish the significance of the claim(s); distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. • Develop and justify claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. • Analyze words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • Provide a concluding statement or section that follows from and supports the argument presented.
ELA.12.21	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, 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.
ELA.12.22	Write narratives to develop real or imagined experiences or events using effective

	technique, well-chosen details, and well-structured event sequences.
	• Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
	• Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
	• Use and evaluate a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
	• 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.
ELA.12.24	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 grade 12 and focusing on addressing what is most significant for a specific purpose and audience.
ELA.12.25	Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Cluster	Research to Build and Present Knowledge
ELA.12.26	Conduct sustained research projects to answer a question, including a self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ELA.12.27	Gather and synthesize relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA).
ELA.12.28	Draw evidence from literary or informational texts and apply grade-level Reading standards to support analysis, reflection, and research.

Cluster	Range of Writing
ELA.12.29	Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames 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 with diverse partners including one-on-one, small groups, and teacher-led on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.

	• Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles. • Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. • Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
ELA.12.31	Integrate multiple sources of information presented in diverse formats and media 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 in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
ELA.12.35	Adapt speech to a variety of contexts and tasks, demonstrating command of Language standards up to and including grade 12 as well as formal English, when indicated or appropriate.

Language

Cluster	Conventions of Standard English
ELA.12.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. • Resolve issues of complex or contested usage, consulting references as needed.
ELA.12.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. • Observe hyphenation conventions. • Spell correctly, consulting reference materials as needed.

Cluster	Knowledge of Language
ELA.12.38	Apply knowledge of language to understand how language functions in different

	contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Cluster	Vocabulary Acquisition and Use
ELA.12.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies. • Use context 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. • 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, etymology, or standard usage. • Verify the initial determination of the meaning of a word or phrase.
ELA.12.40	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.
ELA.12.41	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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**
• 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. • Analyze multiple interpretations of prose, poetry, or drama through a variety of critical lenses, evaluating how each version interprets the source text.	• Write and revise in multiple modes of discourse, including narrative, poetry, drama, argument, and informational writing. • Maintain multiple drafts and revisions of original works to reflect growth and development in the writer's craft over time.
Speaking/Listening	**Language**
• 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. • Give class presentations that contain an original perspective on a subject, use evidence to support analysis, and address opposing points of view.	• Understand and use complex phrases and figures of speech. • Use proper spelling, capitalization, and punctuation in written works; demonstrate knowledge of Standard English conventions when speaking and writing.

Numbering of Standards

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

Reading

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

Reading

Cluster	Key Ideas and Details
ELA.C.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.C.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.C.3	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.
ELA.C.4	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.

Cluster	Craft and Structure
ELA.C.5	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.
ELA.C.6	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.
ELA.C.7	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.
ELA.C.8	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.
ELA.C.9	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.
ELA.C.10	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.

Cluster	Integration of Knowledge and Ideas
ELA.C.11	Analyze multiple interpretations of prose, poetry, or drama through a variety of critical lenses, evaluating how each version interprets the source text.
ELA.C.12	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.
ELA.C.13	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.

Cluster	Range of Reading and Text Complexity
ELA.C.14	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.
ELA.C.15	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.

Writing

Cluster	Text Types of Purposes
ELA.C.16	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use and evaluate a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. • 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 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.
ELA.C.17	Write poems to develop real or imagined experiences, events, topics, or ideas using effective technique, and well-chosen details. • 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.

	• Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences events, setting, and/or characters. • Use precise language, domain-specific vocabulary, and figurate language to manage the complexity of the topic.
ELA.C.18	Write short works of drama to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. • Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, stage-directions, 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. • 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. • Demonstrate and apply knowledge of elements of drama in creation of an original work.
ELA.C.19	Write arguments to support claims in an analysis of prose, poetry or drama, using valid reasoning and relevant and sufficient evidence. • Introduce precise, knowledgeable claim(s); establish the significance of the claim(s); distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. • Develop and justify claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. • Analyze words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • Provide a concluding statement or section that follows from and supports the argument presented.
ELA.C.20	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, 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 figurative language 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.

	Production and Distribution of Writing
ELA.C.21	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
ELA.C.22	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.
ELA.C.23	Use technology, to produce, publish, and update individual or shared writing products in response to ongoing feedback.

	Research to Build and Present Knowledge
ELA.C.24	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.
ELA.C.25	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).

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

Speaking/Listening

	Comprehension and Collaboration
ELA.C.27	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. • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; establish norms and experience various individual roles. • Propel conversations by posing and responding to questions that probe reasoning

	and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. • Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
ELA.C.28	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.
ELA.C.29	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.

	Presentation of Knowledge and Ideas
ELA.C.30	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.C.31	Make strategic and engaging use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
ELA.C.32	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.

Language

	Conventions of Standard English
ELA.C.33	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. • Resolve issues of complex or contested usage, consulting references as needed.
ELA.C.34	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

	Knowledge of Language
ELA.C.35	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.

	Vocabulary Acquisition and Use
ELA.C.36	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.

	• Use context 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. • 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. • Verify the initial determination of the meaning of a word or phrase.
ELA.C.37	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.
ELA.C.38	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.

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**
• Evaluate perspectives and word choices as presented in industry-related texts. • 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.	• Write routinely in a variety of real-world, industry-specific contexts for real or simulated purposes. • Write relevant argumentative pieces using claims and counterclaims based on research-based evidence to defend a position. • Write professional communications, narratives, and informative texts in order to convey information to a variety of audiences.
Speaking/Listening	**Language**
• Engage effectively in real or industry-simulated discussions that employ research, civility, and appropriate persuasive/ informative techniques. • Present information or proposals in real or industry-simulated experiences that include multiple perspectives/ view points and effective supporting evidence.	• Understand and use complex phrases and vocabulary industry-specific terminology; use a range of techniques to determine a word's meaning. • Use proper spelling, capitalization, and punctuation in written texts; demonstrate knowledge of Standard English conventions when speaking and writing.

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	1-3
Craft and Structure	4-8
Integration of Knowledge and Ideas	9-12

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

Reading

Cluster	Key Ideas and Details
ELA.TE.1	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.
ELA.TE.2	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.
ELA.TE.3	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).

Cluster	Craft and Structure
ELA.TE.4	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.
ELA.TE.5	Analyze how an author's choices concerning structure, genre, and style contribute to the text's overall meaning and impact on intended audience.
ELA.TE.6	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).
ELA.TE.7	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.TE.8	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 content contribute to the impact and persuasiveness of the text.

Cluster	Integration of Knowledge and Ideas

ELA.TE.9	Analyze multiple interpretations or perspectives on an idea, event, or process while critically evaluating how each version interprets the original idea, event, or process.
ELA.TE.10	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).
ELA.TE.11	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.
ELA.TE.12	Analyze historically significant foundational documents for their impact on industry, market, innovation, and application to the career field.

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

Writing

Cluster	Text Types and Purposes
ELA.TE.14	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.
ELA.TE.15	Compose authentic, career-related arguments or proposals that evaluate and compare for specific purposes and audiences while employing effective and appropriate argumentative/persuasive techniques.
ELA.TE.16	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. • 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. • Maintain formal style and contain precise language, domain-specific vocabulary, transitions, introduction, and conclusion.
ELA.TE.17	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.
ELA.TE.18	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).
ELA.TE.19	Compose professional communications that convey ideas, reflections, problem solving, and conflict resolution between industry and consumer while utilizing successful narrative techniques.
ELA.TE.20	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.

Cluster	Production and Distribution of Writing
ELA.TE.21	Produce clear and coherent writing in which the development, organization, and style

	are appropriate to task, purpose, and audience.
ELA.TE.22	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.
ELA.TE.23	Use technology 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.TE.24	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.
ELA.TE.25	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.).
ELA.TE.26	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.

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

Speaking/Listening

Cluster	Comprehension and Collaboration
ELA.TE.28	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. • 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. • Work with peers to promote civil, democratic discussions and decision-making, establish norms and roles, and set clear goals and deadlines. • 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.
ELA.TE.29	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.
ELA.TE.30	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.
ELA.TE.31	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.TE.32	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.
ELA.TE.33	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.
ELA.TE.34	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.

Language

Cluster	Conventions of Standard English
ELA.TE.35	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. • Resolve issues of complex or contested usage, consulting references as needed.
ELA.TE.36	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Cluster	Knowledge of Language
ELA.TE.37	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.

Cluster	Vocabulary Acquisition and Use
ELA.TE.38	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. • Use context 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. • 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. • Verify the initial determination of the meaning of a word or phrase.
ELA.TE.39	Demonstrate understanding of figurative language, word relationships, and nuances in

	word meanings. • Interpret figures of speech in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.
ELA.TE.40	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Transition English Language Arts for Seniors

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success. 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**
• Evaluate how word choices and phrasing convey meaning and add complexity to works of historical and modern authors. • 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.	• 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**
• 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; give thoughtful feedback and accept feedback graciously. • Make strategic and engaging use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	• 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. • 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.

Numbering of Standards

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

Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-11
Integration of Knowledge and Ideas	Standard 12
Range of Reading and Text Complexity	Standards 13-14
Writing	
Text Types and Purposes	Standards 15-17

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

Reading

Cluster	Key Ideas and Details
ELA.T.1	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the literary text leaves matters uncertain.
ELA.T.2	Determine two or more themes or central ideas of a literary text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the literary text.
ELA.T.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
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.
ELA.T.8	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.
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.
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 as well as in words in order to address a question or solve a problem.

Cluster	Range of Reading and Text Complexity
ELA.T.13	By the end of grade 12, read and comprehend literary texts of appropriate text complexity for grade 12 independently and proficiently.
ELA.T.14	By the end of grade 12, read and comprehend informational texts of appropriate text complexity for grade 12 independently and proficiently.

Writing

Cluster	Text Types and Purposes
ELA.T.15	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Introduce precise, knowledgeable claims(s); establish the significance of the claim(s); distinguish the claim(s) from alternate or opposing claim(s); and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
ELA.T.16	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, 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.

ELA.T.17	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. • Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Cluster	Production and Distribution of Writing
ELA.T.18	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ELA.T.19	Develop and strengthen writing as needed by planning, revising, editing, 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 and apply grade Reading standards to support analysis, reflection, and research.

Cluster	Range of Writing
ELA.T.23	Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames 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 with diverse partners including one-on-one, small groups, and teacher-led on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively. • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of

	ideas.
	• Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines, and establish individual roles as needed.
	• Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
	• Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
ELA.T.25	Integrate multiple sources of information presented in diverse formats and media 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 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.

Language

Cluster	Conventions of Standard English
ELA.T.30	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Apply the understanding that usage is a matter of convention, can change over time and is sometimes contested. • Resolve issues of complex or contested usage, consulting references as needed.

Cluster	Knowledge of Language
ELA.T.31	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. • Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Cluster	Vocabulary Acquisition and Use
ELA.T.32	Determine or clarify the meaning of unknown and multiple-meaning words and phrases

	based on grade 12 reading and content, choosing flexibly from a range of strategies. • Use context 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. • Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology or standard usage. • Verify the initial determination of the meaning of a word or phrase.
ELA.T.33	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	
- Use a variety of age-appropriate library media resources to enhance the learning process. - Explore library media resources and the role of the school/public library and librarians as community resources for free and open access to information.	
Independent Learning	**Social Responsibility**
- Explore authors and/or topics of personal interest using a variety of library media resources. - Explore the information available and purposes for using a variety of library media resources.	- Demonstrate good library citizenship including rules of behavior and proper use and treatment of library media resources. - Respectfully acknowledge ownership of work created by self and others.

Cluster	Information Literacy
LM.K-2.1	Acquire and accurately use grade-appropriate library and book terms.
LM.K-2.2	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.
LM.K-2.3	Demonstrate understanding of the process of selecting, checking out, and returning library materials.
LM.K-2.4	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.
LM.K-2.5	Explore the role of the school/public library and librarians as community resources for free and open access to information.

Cluster	Independent Learning
LM.K-2.6	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.
LM.K-2.7	Select works from a variety of genres and formats for enjoyment or to seek information.
LM.K-2.8	Answer adult-directed and self-generated questions using print, non-print, and digital resources.
LM.K-2.9	Explore the information available in and purposes for using a variety of print, non-print, and digital resources.

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

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

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.

College- and Career-Readiness Indicators for Library Media Grades 3-5 Information Literacy	
• Locate books and other library resources independently and efficiently. • Use an online public access catalog (OPAC) to find materials and information on topics of personal or academic interest.	
Independent Learning	**Social Responsibility**
• Independently investigate areas of personal or academic interest and answer self-generated questions using a variety of resources. • 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.	• Explain and demonstrate understanding of the importance of safe, legal and responsible use of technology; identify potential consequences of unethical, unsafe, and inappropriate behavior. • Acknowledge and respect the rights of others to express their views and perspectives and have free access to information through library materials.

Cluster	Information Literacy
LM.3-5.1	Acquire and accurately use grade-appropriate library and book terms.
LM.3-5.2	Apply number sense and knowledge of alphabetical order to locate books and other resources independently and efficiently.
LM.3-5.3	Demonstrate understanding of the process of selecting, checking out, and returning library materials.
LM.3-5.4	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.
LM.3-5.5	Explain the role of the school/public library and librarians as community resources for free and open access to information.

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

	answer self-generated questions using a variety of print, non-print, and digital resources.
LM.3-5.9	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.
LM.3-5.10	Act on the feedback of others, solicited and unsolicited, to make adjustments or improvements on a selection, product, or approach.
LM.3-5.11	Craft and deliver constructive feedback to help others make adjustments or improvements on a selection, product, or approach.
LM.3-5.12	Construct and answer questions related to diverse cultures using library resources.

Cluster	Social Responsibility
LM.3-5.13	Explain and demonstrate understanding of the importance of safe, legal and responsible use of technology; identify potential consequences of unethical, unsafe, and inappropriate behavior.
LM.3-5.14	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).
LM.3-5.15	Demonstrate understanding of copyright and acceptable use.
LM.3-5.16	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.

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.

College- and Career-Readiness Indicators for Library Media Grades 6-8 Information Literacy
• Independently access and explore online resources to find materials on topics of personal and academic interest. • 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.

Independent Learning	Social Responsibility
• Independently identify and explore career options of personal interest and answer self-generated questions using a variety of resources. • Act on the feedback of others, asking clarifying questions when needed to make adjustments or improvements on a selection, product, or approach.	• Respectfully acknowledge ownership of work created by self and others following a standard format to create bibliographies. • 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.

Cluster	Information Literacy
LM.6-8.1	Acquire and accurately use grade-appropriate library and book terms.
LM.6-8.2	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.
LM.6-8.3	Demonstrate understanding of the process of selecting, checking out, and returning library materials.
LM.6-8.4	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.
LM.6-8.5	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.

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

LM.6-8.9	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.
LM.6-8.10	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.
LM.6-8.11	Craft and deliver constructive feedback including clarifying questions to help others make adjustments or improvements on a selection, product, or approach.
LM.6-8.12	Construct and answer questions related to diverse cultures using library resources to participate in collaborative small or whole group discussions.

Cluster	Social Responsibility
LM.6-8.13	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.
LM.6-8.14	Respectfully acknowledge ownership of work created by self and others following a standard format for citation (MLA or APA) independently or using online tools.
LM.6-8.15	Demonstrate understanding of copyright and fair use, licensing, and acceptable use for personal and academic uses
LM.6-8.16	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.

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 Information Literacy	
• 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.	
Independent Learning	**Social Responsibility**
• 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. • 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.	• 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. • 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.

Cluster	Information Literacy
LM.9-12.1	Acquire and accurately use grade-appropriate library and book terms.
LM.9-12.2	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.
LM.9-12.3	Demonstrate understanding of the process of selecting, checking out, and returning library materials.
LM.9-12.4	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.
LM.9-12.5	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.

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

LM.9-12.8	Independently identify and explore career options of personal interest and answer self-generated questions using a variety of print, non-print, and digital resources.
LM.9-12.9	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.
LM.9-12.10	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.
LM.9-12.11	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.
LM.9-12.12	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.

Cluster	Social Responsibility
LM.9-12.13	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.
LM.9-12.14	Respectfully acknowledge ownership of work created by self and others following a standard format for citation (MLA or APA) independently or using online tools.
LM.9-12.15	Apply understanding of copyright and fair use, licensing, and acceptable use for personal and academic uses.
LM.9-12.16	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.