Table of Contents

**Guiding Principles** 4

**Speaking and Listening**
1. Discussion and Group Work 7
2. Oral Presentation 9

**Language Study**
3. Structure and Conventions of Modern English 11
4. Vocabulary and Concept Development 14
5. Formal and Informal English 18

**Reading and Literature**
6. Foundations of Reading and Spelling 19
7. Nonfiction 25
8. Fiction 29
9. Poetry 33
10. Drama 35
11. Myth, Legend, Traditional Narrative, and Classical Literature 37

**Research and Writing**
12. The Research Process 39
13. Analytical Writing 42
14. Persuasive Writing 46
15. Expressive Writing 49

**Appendix A** 52

**Appendix B** 64
**Guiding Principles**

NOTE: These have not been reviewed or changed from the 2001 edition.

The following principles are philosophical statements that underlie every strand and standard of this curriculum framework. They should guide the construction and evaluation of English language arts curricula.

**Guiding Principle 1**
An effective English language arts curriculum develops thinking and language together through interactive learning.
Effective language use both requires and extends thinking. As learners listen to a speech, view a documentary, discuss a poem, or write an essay, they engage in thinking. The standards in this framework specify the intellectual processes that students draw on as they use language. Students develop their ability to remember, understand, analyze, evaluate, and apply the ideas they encounter in the English language arts and in all the other disciplines when they undertake increasingly challenging assignments that require them to write or speak in response to what they are learning.

**Guiding Principle 2**
An effective English language arts curriculum develops students’ oral language and literacy through appropriately challenging learning.
A well planned English language arts instructional program provides students with a variety of oral language activities, high-quality and appropriate reading materials, and opportunities to work with others who are reading and writing. In the primary grades, systematic phonics instruction and regular practice in applying decoding skills to decodable materials are essential elements of the school program. Reading to preschool and primary grade children plays an especially critical role in developing children’s vocabulary, their knowledge of the natural world, and their appreciation for the power of the imagination. Beyond the primary grades, students continue to refine their skills through speaking, listening, viewing, reading, and writing.

**Guiding Principle 3**
An effective English language arts curriculum draws on literature from many genres, time periods, and cultures, featuring works that reflect our common literary heritage. American students need to become familiar with works that are part of a literary tradition going back thousands of years. Students should read literature reflecting the literary and civic heritage of the English-speaking world. They also should gain broad exposure to works from the many communities that make up contemporary America as well as from countries and cultures throughout the world. Appendix A of this framework presents a list of suggested authors or works reflecting our common literary and cultural heritage. Appendix B presents lists of suggested contemporary authors from the United States, as well as past and present authors from other countries and cultures. A comprehensive literature curriculum contains works from both appendices.
In order to foster a love of reading, English language arts teachers encourage independent reading within and outside of class. School librarians play a key role in finding books to match students’ interests, and in suggesting further resources in public libraries.

**Guiding Principle 4**
An effective English language arts curriculum emphasizes writing as an essential way to develop, clarify, and communicate ideas in persuasive, expository, narrative, and expressive discourse.
At all levels, students’ writing records their imagination and exploration. As students attempt to write clearly and coherently about increasingly complex ideas, their writing serves to propel intellectual growth. Through writing, students develop their ability to think, to communicate ideas, and to create worlds unseen.

**Guiding Principle 5**
An effective English language arts curriculum provides for literacy in all forms of media. Multimedia, television, radio, film, Internet, and videos are prominent modes of communication in the modern world. Like literary genres, each of these media has its unique characteristics, and proficient students apply the critical techniques learned in the study of literature and exposition to the evaluation of multimedia, television, radio, film, Internet sites, and video.

**Guiding Principle 6**
An effective English language arts curriculum provides explicit skill instruction in reading and writing.
In some cases, explicit skill instruction is most effective when it precedes student need. Systematic phonics lessons, in particular decoding skills, should be taught to students before they try to use them in their subsequent reading. Systematic instruction is especially important for those students who have not developed phonemic awareness — the ability to pay attention to the component sounds of language. Effective instruction can take place in small groups, individually, or on a whole class basis. In other cases, explicit skill instruction is most effective when it responds to specific problems students reveal in their work. For example, a teacher should monitor students’ progress in using quotation marks to punctuate dialogue in their stories, and then provide direct instruction when needed.

**Guiding Principle 7**
An effective English language arts curriculum teaches the strategies necessary for acquiring academic knowledge, achieving common academic standards, and attaining independence in learning.
Students need to develop a repertoire of learning strategies that they consciously practice and apply in increasingly diverse and demanding contexts. Skills become strategies for learning when they are internalized and applied purposefully. For example, a research skill has become a strategy when a student formulates his own questions and initiates a plan for locating information. A reading skill has become a strategy when a student sounds out unfamiliar words, or automatically makes and confirms predictions while reading. A writing skill has become a strategy when a student monitors her own writing by spontaneously asking herself, “Does this organization work?” or “Are my punctuation and spelling correct?” When students are able to articulate their own learning strategies,
evaluate their effectiveness, and use those that work best for them, they have become independent learners.

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

**Guiding Principle 9**
An effective English language arts curriculum develops each student’s distinctive writing or speaking voice. A student’s writing and speaking voice is an expression of self. Students’ voices tell us who they are, how they think, and what unique perspectives they bring to their learning. Students’ voices develop when teachers provide opportunities for interaction, exploration, and communication. When students discuss ideas and read one another’s writing, they learn to distinguish between formal and informal communication. They also learn about their classmates as unique individuals who can contribute their distinctive ideas, aspirations, and talents to the class, the school, the community, and the nation.

**Guiding Principle 10**
While encouraging respect for differences in home backgrounds, an effective English language arts curriculum nurtures students’ sense of their common ground as present or future American citizens in order to prepare them for responsible participation in our schools and in civic life. Teachers instruct an increasingly diverse group of students in their classrooms each year. Students may come from any country or continent in the world. Taking advantage of this diversity, teachers guide discussions about the extraordinary variety of beliefs and traditions around the world. At the same time, they provide students with common ground through discussion of significant works in American cultural history to help prepare them to become self-governing citizens of the United States of America. An English language arts curriculum can serve as a unifying force in schools and society.
1: Discussion and Group Work

Group discussion can be effective when students listen actively, stay focused, consider the ideas of others, avoid sarcasm and personal remarks, take turns, and gain the floor in appropriate ways. Following agreed-upon rules promotes self-discipline and reflects respect for others. Group discussion may lead students to a greater complexity of thought as they expand on the ideas of others, refine initial ideas, pose hypotheses, and work toward solutions to intellectual problems. Group work helps students gain a deeper understanding of themselves as they reflect upon and express orally their own thinking in relation to that of others.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Student Learning Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK</td>
<td>P.DG.1 Follow agreed-upon rules for discussion (e.g., raise hand before speaking).</td>
</tr>
<tr>
<td>K</td>
<td>Students continue to address earlier standards as needed and K.DG.1 Follow agreed-upon rules for class discussion (e.g., listen to others, wait until one’s turn to speak) and add one’s own ideas to small group discussions or tasks.</td>
</tr>
<tr>
<td>1</td>
<td>Students continue to address earlier standards as needed and 1.DG.1 Follow agreed-upon rules for class discussion (e.g., stay on topic when speaking).</td>
</tr>
<tr>
<td>2</td>
<td>Students continue to address earlier standards as needed and 2.DG.1 Demonstrate knowledge and use of class discussion rules.</td>
</tr>
<tr>
<td>3</td>
<td>Students continue to address earlier standards as needed and 3.DG.1 Identify and serve in different roles for small group discussions or projects (e.g., leader, note-taker, or reporter).</td>
</tr>
<tr>
<td>4</td>
<td>Students continue to address earlier standards as needed and 4.DG.1 State ideas coherently and concisely in group discussions and projects.</td>
</tr>
<tr>
<td>5</td>
<td>Students continue to address earlier standards as needed and 5.DG.1 Summarize points made by others before presenting one’s own ideas.</td>
</tr>
<tr>
<td>6</td>
<td>Students continue to address earlier standards as needed and 6.DG.1 Contribute constructively to class discussion in order to develop ideas for a class project.</td>
</tr>
<tr>
<td>7</td>
<td>Students continue to address earlier standards as needed and 7.DG.1 Identify and apply basic rules for formal discussions and making decisions (e.g., Robert’s or Sturgis’ Rules of Order).</td>
</tr>
<tr>
<td>8</td>
<td>Students continue to address earlier standards as needed and 8.DG.1 Identify and demonstrate techniques for productive group discussions (e.g., electing a chair or leader, making and following an agenda, and setting time limits for speakers and deadlines for decision-making).</td>
</tr>
<tr>
<td></td>
<td>8.DG.2 Identify and demonstrate understanding of basic rules for classroom or school debates.</td>
</tr>
<tr>
<td></td>
<td>Students continue to address earlier standards as needed and</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>9</td>
<td>9.DG.1 Participate in formal debates on local or national issues for a school debating club, <em>We the People</em> competition, or community-sponsored debate.</td>
</tr>
<tr>
<td>10</td>
<td>Students continue to address earlier standards as needed and</td>
</tr>
<tr>
<td></td>
<td>10.DG.1 Explain ways members of a group can come to a decision (e.g., by proposing motions and voting on them, by a vote of the majority, by implied consensus, by a decision of the chair) after observing local board or committee meetings.</td>
</tr>
<tr>
<td></td>
<td>10.DG.2 Explain ways members of a group can express opposition to a proposed decision (e.g., by a minority vote, by proposing motions to amend the proposed decision, or by writing a minority report that dissents from a decision passed by majority vote) after observing local board or committee meetings.</td>
</tr>
<tr>
<td>11</td>
<td>Students continue to address earlier standards as needed and</td>
</tr>
<tr>
<td></td>
<td>11.DG.1 Explain the general purpose, goals, and resources needed for a particular community project.</td>
</tr>
<tr>
<td></td>
<td>11.DG.2 Summarize in a coherent and organized way information and ideas generated in a focused community discussion (e.g., for the minutes of a meeting).</td>
</tr>
<tr>
<td>12</td>
<td>Students continue to address earlier standards as needed and</td>
</tr>
<tr>
<td></td>
<td>12.DG.1 Identify the kinds of resources (e.g., financial, administrative, intellectual) needed to complete a community project, anticipate potential barriers to completion, and pose solutions to barriers.</td>
</tr>
<tr>
<td></td>
<td>12.DG.2 Evaluate how well participants engage in discussions at a local meeting, drawing on one of the widely used professional evaluation forms for group discussion (e.g., guidelines developed by the National Issues Forum).</td>
</tr>
</tbody>
</table>
### 2: Oral Presentation

Planning an effective presentation requires students to match their presentation purpose, medium, style, and format to their intended audience. Frequent opportunities to plan presentations for various purposes and to speak before various groups help students learn how to gain and keep an audience’s attention, interest, and respect.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Student Learning Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK</td>
<td>P.OP.1 Orally describe personal interests or tell stories to classmates.</td>
</tr>
<tr>
<td>K</td>
<td>Students continue to address earlier standard as needed and K.OP.1 Orally describe personal interests, tell stories, or recite poems, facing the audience and speaking clearly.</td>
</tr>
<tr>
<td>1</td>
<td>Students continue to address earlier standards as needed and 1.OP.1 Orally explain personal interests, tell stories, or recite poems, speaking clearly with adequate volume and keeping eye contact with the audience.</td>
</tr>
<tr>
<td>2</td>
<td>Students continue to address earlier standards as needed and 2.OP.1 Elaborate on personal interests and experiences, maintaining focus on the topic.</td>
</tr>
<tr>
<td>3</td>
<td>Students continue to address earlier standards as needed and 3.OP.1 Present information from a text or film, organizing ideas clearly and giving details from the work. 3.OP.2 Use teacher-developed assessment criteria to prepare their presentations.</td>
</tr>
<tr>
<td>4</td>
<td>Students continue to address earlier standards as needed and 4.OP.1 Plan and make informal presentations that maintain a controlling idea and recognizable organization (e.g., a chronological sequence, topics by order of importance, comparison-contrast, or cause and effect).</td>
</tr>
<tr>
<td>5</td>
<td>Students continue to address earlier standards as needed and 5.OP.1 Present a brief analysis of a text, film, or video, using appropriate gestures, vocabulary, pacing, and evidence from the text, film, or video.</td>
</tr>
<tr>
<td>6</td>
<td>Students continue to address earlier standards as needed and 6.OP.1 Employ purposeful diction and visual aids to make a clear and coherent persuasive argument about a school-based issue.</td>
</tr>
<tr>
<td>7</td>
<td>Students continue to address earlier standards as needed and 7.OP.1 Orally explain the logic or lack of logic in a persuasive argument about a local issue in a local newspaper, supplying evidence from the text and using appropriate techniques of delivery for effect.</td>
</tr>
<tr>
<td>8</td>
<td>Students continue to address earlier standards as needed and 8.OP.1 Distinguish informal English from formal English and decide upon the level of formality needed for talking to different audiences. 8.OP.2 Create a scoring guide based on categories supplied by the teacher (content, presentation style) to prepare and assess a presentation on a local issue to a specific audience.</td>
</tr>
<tr>
<td>9</td>
<td>Students continue to address earlier standards as needed and 9.OP.1 Analyze a recorded, filmed, or videotaped speech (and a transcript, if available) to determine how the speaker organized the speech,</td>
</tr>
</tbody>
</table>
reinforced main points, and used details, examples, particular vocabulary, pacing, repetition, and vocal expression to keep the audience's attention and present a convincing position.

| 10 | Students continue to address earlier standards as needed and  
|    | 10.OP.1 Analyze the rhetorical features of well-known speeches from the "Golden Age" of American oratory (e.g. speeches by Ralph Waldo Emerson, Henry David Thoreau, Abraham Lincoln, Frederick Douglass and others). |
| 11 | Students continue to address earlier standards as needed and  
|    | 11.OP.1 Deliver a formal speech using appropriate delivery and answer questions from the audience about main ideas or details of the speech.  
|    | 11.OP.2 Create an appropriate scoring guide to prepare one's own presentation and to assess others' presentations. |
| 12 | Students continue to address earlier standards as needed and  
|    | 12.OP.1 Deliver a formal speech adjusting the delivery as needed to maintain the interest of the audience, and critique the formal speeches given by classmates using a scoring guide.  
|    | 12.OP.2 Critique a formal speech given by a member of the local community at a public meeting, using a professional scoring guide (e.g., a guide for Toastmasters International contests). |
3: The Structure and Conventions of Modern English

The English language has changed over time and through contact with other languages. The study of its structure as well as its oral and written conventions gives students more control over the meaning they intend in their writing and speaking.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Student Learning Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK</td>
<td>P.SE.1 Use appropriate words to express spatial and temporal relationships (e.g., up, down, before, after). P.SE.2 Identify the use of capital letters for names.</td>
</tr>
<tr>
<td>K</td>
<td>Students continue to address earlier standards and K.SE.1 Use appropriate words to express actions. K.SE.2 Identify correct capitalization for names and places K.SE.3 Identify correct capitalization and commas in dates.</td>
</tr>
<tr>
<td>1</td>
<td>Students continue to address earlier standards and 1.SE.1 Use appropriate words to name groups (e.g., children). 1.SE.2 Correctly use a period or a question mark at the end of a sentence. 1.SE.3 Correctly use a capital letter for the first letter of a name, the first word in a sentence, and the pronoun I.</td>
</tr>
<tr>
<td>2</td>
<td>Students continue to address earlier standards and 2.SE.1 Identify and correctly use nouns and verbs in sentences. 2.SE.2 Identify and use simple and complete declarative sentences. 2.SE.3 Identify and correctly use exclamation marks. 2.SE.4 Distinguish a statement from a question or a command. 2.SE.5 Identify and demonstrate indentation for a paragraph.</td>
</tr>
<tr>
<td>3</td>
<td>Students continue to address earlier standards and 3.SE.1 Identify nouns, adjectives, and verbs in sentences and explain their function. 3.SE.2 Identify the subject-predicate relationship in sentences. 3.SE.3 Identify and demonstrate knowledge of a complete sentence. 3.SE.4 Identify correct subject-verb agreement in sentences. 3.SE.5 Identify and use ways to eliminate sentence fragments and run-ons. 3.SE.6 Use commas to denote a series of items.</td>
</tr>
<tr>
<td>4</td>
<td>Students continue to address earlier standards and 4.SE.1 Identify adjectives, nouns, pronouns, verbs, and adverbs in sentences and explain their function. 4.SE.2 Identify and correctly use simple and compound sentences. 4.SE.3 Identify and correctly write quotation marks to denote spoken or quoted words. 4.SE.4 Identify and correctly write apostrophes in contractions.</td>
</tr>
<tr>
<td>5</td>
<td>Students continue to address earlier standards and 5.SE.1 Identify nouns, pronouns, verbs, adverbs, adjectives, prepositions, and conjunctions in sentences and explain their function. 5.SE.2 Identify and correctly use past, present, and future verb tenses. 5.SE.3 Demonstrate ways to expand or reduce sentences by adding or deleting modifiers, by combining sentences, or by breaking long sentences into</td>
</tr>
</tbody>
</table>
5.SE.4 Identify and use a variety of simple and compound sentences.
5.SE.5 Identify and correctly punctuate compound sentences.
5.SE.6 Identify and correctly write apostrophes in singular nouns to show possession.
5.SE.7 Use knowledge of correct spelling for commonly used homophones when writing.

6 Students continue to address earlier standards and
6.SE.1 Identify nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections in sentences and explain their function.
6.SE.2 Identify and correctly use verb phrases and the subjunctive tense (i.e., “If I were President, I would…”).
6.SE.3 Identify and correct run-on sentences or sentence fragments.
6.SE.4 Identify and use a variety of simple, compound, and complex sentences.
6.SE.6 Identify and correctly write apostrophes in plural nouns to show possession.

7 Students continue to address earlier standards and
7.SE.1 Identify and correctly use prepositional phrases in sentences.
7.SE.2 Distinguish phrases from clauses in sentences.
7.SE.3 Identify ways to vary sentence structure by using opening phrases or clauses, modifiers, and closing dependent clauses or phrases.
7.SE.4 Identify, and correctly write with commas after, introductory phrases or clauses.
7.SE.5 Identify appropriate use of pronoun reference.
7.SE.6 Use standard English when speaking formally and writing.

8 Students continue to address earlier standards and
8.SE.1 Distinguish and correctly use dependent and independent clauses in sentences.
8.SE.2 Identify and correctly use adverbial and adjectival phrases in sentences.
8.SE.3 Identify and use correct pronoun references and properly placed modifiers in sentences.
8.SE.4 Identify how the placement of an idea in a dependent clause or in a main clause affects the emphasis of a sentence and its meaning.

9 Students continue to address earlier standards and
9.SE.1 Explain the function of, and correctly use, nominalized, adjectival, and adverbial clauses in sentences.
9.SE.2 Identify the functions of, and correctly use, participles and gerunds.
9.SE.3 Analyze the structure of sentences (e.g., through diagrams or transformational models).
9.SE.4 Identify and correctly use semicolons and colons, as needed.

10 Students continue to address earlier standards and
10.SE.1 Explain the functions of, and correctly use, gerunds and infinitives.
10.SE.2 Identify and use parallelism and properly placed modifiers for rhetorically effective sentence structures.
10.SE.3 Identify and correctly use dashes and hyphens.
10.SE.4 Identify and correctly use tense consistency.
| Grade | Students continue to address earlier standards and  
<table>
<thead>
<tr>
<th></th>
<th>11.SE.1 Analyze, describe, and correctly use all conventions of written English.</th>
</tr>
</thead>
</table>
| 12    | Students continue to address earlier standards and  
|       | 12.SE.1 Identify, analyze, and correctly apply all conventions of standard  
|       | English in formal speaking and in writing.                                          |
4: Vocabulary and Concept Development

Our ability to think clearly and communicate with precision depends on our individual store of words. A rich vocabulary enables students to understand what they read, and to speak and write with flexibility and control. As students employ a variety of strategies for acquiring new vocabulary, their delight in finding and using that perfect word can heighten interest in vocabulary itself.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Student Learning Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK</td>
<td>P.VC.1 Demonstrate understanding of concepts by sorting common objects into various categories (e.g., colors, shapes, textures).  &lt;br&gt; P.VC.2 Describe common objects and events in general and specific language.</td>
</tr>
<tr>
<td>K</td>
<td>Students continue to address earlier standards as they apply to grade-appropriate vocabulary and  &lt;br&gt; K.VC.1 Predict the meaning of a new word from its context when listening to a text being read aloud.  &lt;br&gt; K.VC.2 Use new words acquired by listening to literary or informational texts read aloud.</td>
</tr>
<tr>
<td>1</td>
<td>Students continue to address earlier standards as they apply to grade-appropriate vocabulary and  &lt;br&gt; 1.VC.1 Predict the meaning of a new word from its context when reading a text or listening to one read aloud.  &lt;br&gt; 1.VC.2 Demonstrate understanding of concepts by sorting written words and pictures into various categories (e.g., living things, animals, birds).  &lt;br&gt; 1.VC.3 Identify common root words, (e.g., look) and their inflectional forms (e.g., looks, looked, looking).  &lt;br&gt; 1.VC.4 Identify the relevant meaning for a word with multiple meanings using its context (e.g., He saw a cat/She cut the tree branch with a saw).  &lt;br&gt; 1.VC.5 Use knowledge of the meaning of individual words to predict the meaning of unknown compound words (e.g., lunchtime, daydream).  &lt;br&gt; 1.VC.6 Find meanings of words using a beginning dictionary.</td>
</tr>
<tr>
<td>2</td>
<td>Students continue to address earlier standards as they apply to grade-appropriate vocabulary and  &lt;br&gt; 2.VC.1 Determine the meaning of a new word from its context when reading a text.  &lt;br&gt; 2.VC.2 Identify words with similar meanings (synonyms, e.g., look, glance, peek) and words with opposite meanings (antonyms, e.g., up/down, hot/cold).  &lt;br&gt; 2.VC.3 Identify and use words and phrases that signal spatial and temporal relationships (e.g., behind, in front of, now, before, after).  &lt;br&gt; 2.VC.4 Explain the meaning of common idioms (e.g., I felt as if I were talking to a brick wall because my friend wouldn’t listen to me.).  &lt;br&gt; 2.VC.5 Use a beginning dictionary or a glossary in a textbook to find the precise meaning of key words in assigned geography, history, science, and mathematics textbooks or other assigned curriculum materials.</td>
</tr>
<tr>
<td>3</td>
<td>Students continue to address earlier standards as needed as they apply to grade-appropriate vocabulary and  &lt;br&gt; 3.VC.1 Identify the different structural elements of a written word: prefixes, suffixes,</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>and other inflectional endings (e.g., -ed, -ing, or tense, comparative, or plural endings).</td>
<td></td>
</tr>
<tr>
<td>3.VC.2</td>
<td>Determine the meaning of the new word when a known prefix is added to a known word (e.g., agreeable/disagreeable, happy/unhappy, tell/retell).</td>
</tr>
<tr>
<td>3.VC.3</td>
<td>Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).</td>
</tr>
<tr>
<td>3.VC.4</td>
<td>Identify and apply the meanings of the terms antonym, synonym, homograph (wind/wind), and homophone (to, two, too).</td>
</tr>
<tr>
<td>3.VC.5</td>
<td>Use a glossary in a textbook to find the meaning of key words in assigned geography, history, science, and mathematics textbooks or other assigned curriculum materials.</td>
</tr>
<tr>
<td></td>
<td>4 Students continue to address earlier standards as they apply to grade-appropriate vocabulary and</td>
</tr>
<tr>
<td>4.VC.1</td>
<td>Determine the meaning of common proverbs (e.g., &quot;A stitch in time saves nine.&quot;).</td>
</tr>
<tr>
<td>4.VC.2</td>
<td>Identify the meaning of common, grade-appropriate Greek and Latin roots to determine the meaning of unfamiliar English words that use them (e.g., students discuss the meaning of the common Greek root, graph, to help them understand the meaning of the words telegraph, photograph, and autograph).</td>
</tr>
<tr>
<td>4.VC.3</td>
<td>Identify the meaning of grade-appropriate Latin and Greek prefixes (e.g., Latin bi- as in bicycle, Greek oct- as in octopus, tele- as in telescope, photo- as in photosynthesis, and auto- as in autobiography) and determine the meaning of words that use them.</td>
</tr>
<tr>
<td>4.VC.4</td>
<td>Determine a word’s part of speech from its suffix (e.g., the noun beauty, the adjective beautiful, and the adverb beautifully).</td>
</tr>
<tr>
<td>4.VC.5</td>
<td>Identify words from other languages that have been adopted into English (e.g., ballet, pizza, sushi, algebra).</td>
</tr>
<tr>
<td>4.VC.6</td>
<td>Identify and explain the meaning of figurative language (e.g., eager beaver).</td>
</tr>
<tr>
<td>4.VC.7</td>
<td>Use a dictionary or thesaurus to find pronunciations, meanings of words, and alternate word choices in general reading and writing.</td>
</tr>
<tr>
<td>4.VC.8</td>
<td>Use a glossary in a textbook for key words in assigned curriculum materials.</td>
</tr>
<tr>
<td></td>
<td>5 Students continue to address earlier standards as they apply to grade-appropriate vocabulary and</td>
</tr>
<tr>
<td>5.VC.1</td>
<td>Determine the meaning of unfamiliar words in context using definitions or examples.</td>
</tr>
<tr>
<td>5.VC.2</td>
<td>Identify the meaning of grade-appropriate Latin, Greek, and Anglo-Saxon roots, prefixes and suffixes (e.g., Latin pro- as in pro-labor, Greek pseudo- as in pseudonym, and Anglo-Saxon mis- as in mislead) and determine the meaning of unfamiliar words that use them.</td>
</tr>
<tr>
<td>5.VC.3</td>
<td>Explain the meaning of similes and metaphors (e.g., as pretty as a picture; a bridge over troubled water).</td>
</tr>
<tr>
<td>5.VC.4</td>
<td>Use a dictionary or thesaurus to find pronunciations, parts of speech, meanings of words, and alternate word choices in general reading and writing.</td>
</tr>
<tr>
<td>5.VC.5</td>
<td>Identify and use words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition, etc.)</td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
</tr>
<tr>
<td>5.VC.6</td>
<td>Use a glossary in a textbook to find precise meanings of key words in assigned curriculum materials.</td>
</tr>
<tr>
<td>6</td>
<td>Students continue to address earlier standards as they apply to grade-appropriate vocabulary and</td>
</tr>
<tr>
<td>6.VC.1</td>
<td>Determine the meaning of unfamiliar words in context using analogies or conceptual relationships.</td>
</tr>
<tr>
<td>6.VC.2</td>
<td>Identify the meaning of grade-appropriate Latin Greek, and Anglo-Saxon prefixes, suffixes, and roots and determine the meaning of unfamiliar words that use them.</td>
</tr>
<tr>
<td>6.VC.3</td>
<td>Identify singular and plural forms of Latin words often used in English (e.g., <em>alumna, alumnae</em>).</td>
</tr>
<tr>
<td>6.VC.4</td>
<td>Determine the meaning of grade-appropriate foreign words used frequently in written English (e.g., <em>résumé, repertoire</em>).</td>
</tr>
<tr>
<td>6.VC.5</td>
<td>Use a dictionary or thesaurus to find pronunciations, syllable breaks, parts of speech, meanings of words, and alternate word choices in general reading and writing.</td>
</tr>
<tr>
<td>6.VC.6</td>
<td>Use a glossary in a textbook to find precise meanings of key words in assigned curriculum materials.</td>
</tr>
<tr>
<td>7</td>
<td>Students continue to address earlier standards as they apply to grade-appropriate vocabulary and</td>
</tr>
<tr>
<td>7.VC.1</td>
<td>Determine the meanings of unfamiliar words in context using contrast or cause and effect. For example, students collect examples of sentences that indicate contrast or cause and effect, such as, “Most organisms need oxygen to survive, but many types of bacteria are anaerobic.”</td>
</tr>
<tr>
<td>7.VC.2</td>
<td>Use context to determine the meanings of unfamiliar words that use grade-appropriate Greek, Latin, or Anglo-Saxon roots, suffixes, and prefixes. For example, while reading about men and women who pioneered in space and under the sea, students come across such words as astronaut and nautical and use their knowledge of Greek and Latin roots and the context to determine the meaning of these words.</td>
</tr>
<tr>
<td>7.VC.3</td>
<td>Determine the meaning of foreign words used frequently in various subject areas.</td>
</tr>
<tr>
<td>7.VC.4</td>
<td>Use a dictionary or thesaurus to find pronunciations, meanings, alternate word choices, parts of speech, and etymologies of words in general reading and writing.</td>
</tr>
<tr>
<td>7.VC.5</td>
<td>Use a glossary in a textbook to find precise meanings of key words in assigned curriculum materials.</td>
</tr>
<tr>
<td>8</td>
<td>Students continue to address earlier standards as they apply to grade-appropriate vocabulary and</td>
</tr>
<tr>
<td>8.VC.1</td>
<td>Determine the meanings of unfamiliar words that use grade-appropriate Greek, Latin or Anglo-Saxon roots, suffixes, and prefixes or combinations of Greek roots (e.g., <em>neurology, morphology</em>).</td>
</tr>
<tr>
<td>8.VC.2</td>
<td>Identify the origin and explain the meaning of grade-appropriate foreign words or phrases used frequently in written English (e.g., <em>per se, passé, au courant, du jour</em>).</td>
</tr>
<tr>
<td>8.VC.3</td>
<td>Use a dictionary, thesaurus, a specialized dictionary, or related reference to find pronunciations, alternate pronunciations, parts of speech, meanings, alternate word choices, and etymologies of words in general reading and writing.</td>
</tr>
<tr>
<td>8.VC.4</td>
<td>Use a glossary in a textbook to find the precise meanings of key words in assigned curriculum materials.</td>
</tr>
</tbody>
</table>

| 9-12 | Students continue to address earlier standards as they apply to grade-appropriate vocabulary and |
| 9-12.VC.1 | Identify and demonstrate an understanding of the meaning of grade-appropriate idioms, proverbs, sayings, and words/phrases with figurative meanings. |
| 9-12.VC.2 | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy, conceive, conception, conceivable). |
| 9-12.VC.3 | Explain the meaning of phrases that contain literary, cultural, historical, Biblical, or mythological allusions (e.g., Dickensian characters, dark Satanic mills, Harlem Renaissance, Socratic dialogue, Jacksonian democracy, tower of Babel, or herculean task). |
| 9-12.VC.4 | Determine the meaning of words through study of analogies, or their relationship to other words. |
| 9-12.VC.5 | Determine the meaning of foreign words or phrases that are frequently used in academic English to indicate culture-specific concepts (e.g., glasnost, samurai, feng shui). |
| 9-12.VC.6 | Verify and analyze word meanings, alternate word choices, pronunciations, parts of speech, and etymologies using a college-level dictionary. |
| 9-12.VC.7 | Identify the purpose and organization of a variety of references such as specialized dictionaries (e.g., rhyming dictionaries, bilingual dictionaries) and books of quotations or examples of syntax used in literature. |
| 9-12.VC.8 | Use glossaries in textbooks to find precise meanings of key discipline-specific words. |
5: Formal and Informal English

Study of different forms of the English language helps students understand that people use different levels of formality in their writing and speaking as well as a variety of regional and social dialects in their conversational language.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Student Learning Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK</td>
<td>P.FI.1 Identify examples of formal and informal language spoken in the classroom and on the playground.</td>
</tr>
<tr>
<td>K</td>
<td>Students continue to address earlier standards and K.FI.1 Identify examples of formal and informal language in stories read aloud.</td>
</tr>
<tr>
<td>1</td>
<td>Students continue to address earlier standards and 1.FI.1 Identify examples of formal and informal language in stories, plays, and poems.</td>
</tr>
<tr>
<td>2</td>
<td>Students continue to address earlier standards and 2.FI.1 Recognize dialect in the conversational voices in American folktales.</td>
</tr>
<tr>
<td>3</td>
<td>Students continue to address earlier standards and 3.FI.1 Recognize dialect and informal language in advertisements, films, videos, and songs.</td>
</tr>
<tr>
<td>4</td>
<td>Students continue to address earlier standards and 4.FI.1 Demonstrate through roleplaying appropriate use of formal and informal language.</td>
</tr>
<tr>
<td>5</td>
<td>Students continue to address earlier standards and 5.FI.1 Identify differences in formal and informal language used in a film.</td>
</tr>
<tr>
<td>6</td>
<td>Students continue to address earlier standards and 6.FI.1 Identify differences between oral and written language patterns used in texts read in class.</td>
</tr>
<tr>
<td>7</td>
<td>Students continue to address earlier standards and 7.FI.1 Identify forms of informal language and symbols that are commonly used in texting and emails among friends and differentiate them from formal electronic communications.</td>
</tr>
<tr>
<td>8</td>
<td>Students continue to address earlier standards and 8.FI.1 Identify the language styles of different characters in literary works and determine their significance for understanding the characters.</td>
</tr>
<tr>
<td>9</td>
<td>Students continue to address earlier standards and 9.FI.1 Identify differences in voice, tone, diction, and syntax used in media presentations (documentary films, broadcasts, taped interviews) and those elements in informal speech.</td>
</tr>
<tr>
<td>10</td>
<td>Students continue to address earlier standards and 10.FI.1 Identify content-specific vocabulary, terminology, or jargon unique to particular social and professional groups.</td>
</tr>
<tr>
<td>11</td>
<td>Students continue to address earlier standards and 11.FI.1 Analyze the value and place of standard American English in speech and writing.</td>
</tr>
<tr>
<td>12</td>
<td>Students continue to address earlier standards and 12.FI.1 Analyze how oral dialect can be a source of negative or positive stereotypes among social groups and the purposes for using standard American English in spoken language.</td>
</tr>
</tbody>
</table>
6: Foundations of Reading and Spelling

Phonemic awareness, accurate and fluent decoding and word recognition, and an understanding of the basic features of written English texts are essential to beginning reading and writing. These skills should be taught, continually practiced, and carefully monitored until mastered.

In addition, children need to be taught how to use their cognitive skills to comprehend written texts. They first need to be taught how to understand what is presented directly in a text; this requires their identification and recall of its main ideas and basic facts. To go beyond what is directly stated in a text, children must be taught how to analyze a text, drawing on their own powers of reasoning and on what they have learned from other texts or other sources of knowledge and information. To critique or evaluate what is in informational or persuasive text, children need to be taught how to determine the author’s purpose or message, how to analyze the coherence of the information in it and the logic of its conclusion, and how to locate and use alternative and reliable sources of information to double-check the text for accuracy, truthfulness, and comprehensiveness. Finally, students need to learn how to argue a point of view of their own using evidence from the author's text and other texts to support their point of view.

When we read a text closely, we work carefully to discern the author’s main ideas and the particular facts and details that support them. Good readers read thoughtfully and purposefully, constantly checking their understanding of the text against logic, their personal experiences, and broader sources of knowledge in order to construct a sound interpretation. Students who gain a strong grounding in the foundational skills of reading are ready to tackle comprehension of increasingly complex and unfamiliar literary and informational texts.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Student Learning Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Print Concepts</strong></td>
</tr>
<tr>
<td>P.R.1</td>
<td>Read labels or signs in the classroom, school, playground, or street. (e.g., a stop sign).</td>
</tr>
<tr>
<td>P.R.2</td>
<td>Identify the title of a book on the front cover.</td>
</tr>
<tr>
<td>P.R.3</td>
<td>Distinguish alphabet books from counting books.</td>
</tr>
<tr>
<td>P.R.4</td>
<td>Demonstrate how to handle a book and turn pages.</td>
</tr>
<tr>
<td>P.R.5</td>
<td>Identify some upper-case and lower-case alphabet letters.</td>
</tr>
<tr>
<td>P.R.6</td>
<td>Print some upper-case alphabet letters.</td>
</tr>
<tr>
<td><strong>Phonemic and Phonological Awareness</strong></td>
<td></td>
</tr>
<tr>
<td>P.R.7</td>
<td>Link an initial sound to a picture of an object that begins with that sound. (e.g., given a picture of a ball, identify the initial sound as /b/).</td>
</tr>
<tr>
<td>P.R.8</td>
<td>Recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).</td>
</tr>
<tr>
<td>P.R.9</td>
<td>Segment the words in a simple sentence.</td>
</tr>
<tr>
<td><strong>Phonics, Word Recognition, and Spelling</strong></td>
<td></td>
</tr>
<tr>
<td>P.R.10</td>
<td>Identify sight words in common labels or signs (e.g., <em>stop</em> on a stop sign).</td>
</tr>
<tr>
<td>K</td>
<td>Students continue to address earlier standards as they apply to more difficult texts and concepts.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Print Concepts</strong></td>
<td></td>
</tr>
<tr>
<td>K.R.1</td>
<td>Determine the purpose of a text (i.e., to provide information, tell a story, or provide language play, as in nursery rhymes, riddles, etc.).</td>
</tr>
<tr>
<td>K.R.2</td>
<td>Demonstrate how to handle a book and turn the pages.</td>
</tr>
<tr>
<td>K.R.3</td>
<td>Locate the title and name of the author of a book.</td>
</tr>
<tr>
<td>K.R.4</td>
<td>Point to show that English print moves left to right across the page and from top to bottom.</td>
</tr>
<tr>
<td>K.R.5</td>
<td>Point to show that written sentences are made up of separate words.</td>
</tr>
<tr>
<td>K.R.6</td>
<td>Point to show that written words are made up of separate letters.</td>
</tr>
<tr>
<td>K.R.7</td>
<td>Identify and name all uppercase and lowercase letters.</td>
</tr>
<tr>
<td>K.R.8</td>
<td>Rapidly name the letters of the alphabet in order.</td>
</tr>
<tr>
<td>K.R.9</td>
<td>Point to identify spacing between words.</td>
</tr>
<tr>
<td>K.R.10</td>
<td>Print one’s own first name and all upper- and lower-case letters.</td>
</tr>
<tr>
<td><strong>Phonemic and Phonological Awareness</strong></td>
<td></td>
</tr>
<tr>
<td>K.R.11</td>
<td>Segment the parts of a compound word (e.g., base + ball → baseball). For example, students clap to show that they understand the syllables of a word.</td>
</tr>
<tr>
<td>K.R.12</td>
<td>Orally blend and segment words into syllables (e.g., /ta/ + /ble/ → table).</td>
</tr>
<tr>
<td>K.R.13</td>
<td>Identify and produce rhyming words (e.g., mop as a word that rhymes with top).</td>
</tr>
<tr>
<td>K.R.14</td>
<td>Orally blend the onset (e.g., the initial sound) and the rime (e.g., the vowel and ending sound) in words (e.g., /c/ + /at/ → cat).</td>
</tr>
<tr>
<td>K.R.15</td>
<td>Identify the initial sound in spoken words (e.g., /f/ as the first sound in fish).</td>
</tr>
<tr>
<td>K.R.16</td>
<td>Identify words that have the same initial sound (e.g., Given pat, put, sat, indicate that the first two words begin with /p/).</td>
</tr>
<tr>
<td>K.R.17</td>
<td>Orally blend individual sounds in simple one-syllable words (e.g., /c/ /u/ /p/ → cup).</td>
</tr>
<tr>
<td>K.R.18</td>
<td>Segment the individual sounds in simple one-syllable words (e.g., put → /p/ /u/ /t/).</td>
</tr>
<tr>
<td><strong>Phonics, Word Recognition, and Spelling</strong></td>
<td></td>
</tr>
<tr>
<td>K.R.19</td>
<td>Name a printed letter that matches a sound (e.g., The teacher says /t/, and the student points to the /t/ letter tile).</td>
</tr>
<tr>
<td>K.R.20</td>
<td>Match spoken words to printed words (e.g., The teacher pronounces /pat/, and the student selects pat from a set of three word cards.</td>
</tr>
<tr>
<td>K.R.21</td>
<td>Blend letter sounds to decode simple CVC (consonant-vowel-consonant) or VC (vowel-consonant) words with two or three letters (e.g., man, cat, up).</td>
</tr>
<tr>
<td>K.R.22</td>
<td>Read some common high frequency words by sight (e.g., a, the, I, my, you, is, are).</td>
</tr>
<tr>
<td>K.R.23</td>
<td>Use letter-sound knowledge to write simple messages and words, which accurately represent at least the initial sounds (e.g., soap written as sop).</td>
</tr>
</tbody>
</table>

**Comprehension**
| 1.R.24 | Make predictions about text content using the illustrations. |
| 1.R.25 | Identify important elements of the text (e.g., characters, events, topics). |
| 1.R.26 | Retell main ideas from text heard or read. |

1. Students continue to address earlier standards as they apply to more difficult texts and
   
   **Print Concepts**
   
   1.R.1 | Use a table of contents to identify chapters or parts of a book. |
   
   1.R.2 | Print one’s own first and last name, address, telephone number, and words and sentences legibly, using upper- and lower case letters and leaving spaces between words. |
   
   **Phonemic and Phonological Awareness**
   
   1.R.3 | Produce a series of rhyming words. |
   
   1.R.4 | Identify the number of words in a sentence. |
   
   1.R.5 | Identify the number of syllables in a spoken word. |
   
   1.R.6 | Isolate the medial and final sounds of spoken words, determining when two words have the same final or medial sounds. |
   
   1.R.7 | Identify the individual sounds in one-syllable words. |
   
   1.R.8 | Orally blend the sounds in one-syllable words that have 3-4 letters and 4-5 phonemes. |
   
   1.R.9 | Segment the individual sounds in one-syllable words that have 3-4 letters and 4-5 phonemes. |
   
   1.R.10 | Add, delete, or substitute sounds to change words (e.g., delete the /s/ in *small* - *mall*). |
   
   **Phonics, Word Recognition, and Spelling**
   
   1.R.11 | Use letter-sound knowledge of single consonants, short and long vowels, consonant blends and digraphs, vowel blends and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., *cat, go, black, bored, her*) independent of context. |
   
   1.R.12 | Decode one-syllable words in the major syllable patterns (CVC/CVr, V, VV, VCe) independent of context (e.g., *bat, car, me, goat, fame*). |
   
   1.R.13 | Decode phonetically regular words having the same consonant but with two different common sounds (e.g., hard and soft /c/ and /g/ as in *cent/cat and gem/gun*). |
   
   1.R.14 | Read words in common word families (e.g., -at, -ate). |
   
   1.R.15 | Read common, irregularly-spelled sight words (e.g., *have, said, where*). |
   
   1.R.16 | Read grade-appropriate root words and affixes including plurals, verb tense, and comparatives (e.g., *look, -ed, -ing, -s, -er, -est*). |
   
   1.R.17 | Read simple compound words (e.g., *birthday, anything*) and contractions (e.g., *isn’t, aren’t, can’t, won’t*). |
   
   1.R.18 | Correctly spell grade-appropriate, highly decodable words and common irregularly-spelled sight words (e.g., *cup, sit, cart, the*). |
   
   1.R.19 | Demonstrate use of decoding skills and context when reading new words in a text. |
   
   **Fluency**
   
   1.R.20 | Orally read grade-appropriate text smoothly and accurately with expression that connotes comprehension at the independent level (e.g., 95%) |
<table>
<thead>
<tr>
<th>1</th>
<th>Make predictions about what will happen in texts using prior knowledge and text features.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.R.21</td>
<td>Answer questions to clarify or confirm their understanding of a story.</td>
</tr>
<tr>
<td>1.R.22</td>
<td>Restate main ideas in sequence.</td>
</tr>
</tbody>
</table>

**Comprehension**

2. Students continue to address earlier standards as they apply to more difficult texts and

**Print Concepts**

2. R.1 Print family names, words, and sentences legibly, using upper- and lowercase letters and leaving spaces between words.

**Phonics, Word Recognition, and Spelling**

2.R.2 Decode two-syllable words using letter-sound knowledge of consonants, consonant blends and digraphs, short and long vowels, and vowel digraphs and r-controlled vowels independent of context.

2.R.3 Use knowledge of the six major syllable patterns (e.g., CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words independent of context.

2.R.4 Read words in common word families (e.g., -ale, -est, -ine, -ock).

2.R.5 Read multi-syllabic words composed of roots, prefixes, and suffixes.

2.R.6 Read common, irregularly spelled sight words (e.g., through, tough).

2.R.7 Read common abbreviations (e.g., Dr., Mr., AM, PM).

2.R.8 Correctly spell grade-appropriate, phonetically regular and irregularly-spelled sight words (e.g., said, does).

2.R.9 Correctly spell the plural of grade-appropriate nouns by adding -es to nouns ending in -s, -ss, -sh, -ch, or -x.

2.R.10 Identify nouns that change their spelling in plural form (e.g., man, men; woman, women; tooth, teeth).

2.R.11 Demonstrate use of decoding skills and context to identify new words in a text.

**Fluency**

2.R.12 Orally read grade-appropriate text smoothly and accurately with expression that connotes comprehension at the independent level (e.g., 95% comprehension, benchmark fluency).

2.R.13 Make predictions about the content of texts using prior knowledge and text features (e.g., headings, table of contents, key words in informational texts, story events in literary texts), explaining whether they were confirmed or disconfirmed and why.

2.R.14 Retell a story’s beginning, middle, and end.

2.R.15 Locate details to support main ideas in text.

2.R.15 Distinguish cause and effect.

2.R.16 Restate main ideas.

3. Students continue to address earlier standards as they apply to more difficult texts and

**Print Concepts**

3.R.1 Write upper- and lower-case cursive letters, and use them in words and
sentences, leaving spaces between words.

**Phonics, Word Recognition, and Spelling**

3.R.2 Decode multi-syllabic words using letter-sound knowledge of all major letter-sound correspondences including those that are less familiar (e.g., /ph/ = /f/ as in *graph*).

3.R.3 Read multi-syllabic words composed of one or more of the six syllable patterns: VC, VR, V, VV, VCe, Cle (e.g., *caterpillar*).

3.R.4 Read aloud words in common word families (*-ight, -ump*).

3.R.5 Read multi-syllabic words composed of roots and related prefixes, suffixes, contractions, possessives, and compounds.

3.R.6 Read aloud grade-appropriate irregularly spelled sight words.

3.R.7 Read and correctly spell grade-appropriate words that have blends (*walk, play, blend*), contractions (*isn’t, can’t*), compounds, common spelling patterns (*qu*; doubling the consonant and adding *–ing* as in *win/winning*; changing the ending of a word from *-y* to *–ies* to make a plural, such as *cherry/cherries*), and common homophones (words that sound the same but have different spellings, such as *hair/hare*).

3.R.8 Arrange words in alphabetical order (e.g., given a list of words, such as *apple, grapefruit, cherry, banana, pineapple, and peach*, put them in alphabetical order).

3.R.9 Demonstrate use of decoding skills and context to identify new words in a text.

**Fluency**

3.R.10 Orally read grade-appropriate text smoothly and accurately with expression that connotes comprehension at the independent level (e.g., 95% comprehension, benchmark fluency).

**Comprehension**

3.R.11 Read silently unfamiliar, grade-appropriate text with comprehension at the independent level (e.g., 95% comprehension).

3.R.12 Apply Grade 3 standards for comprehension of Nonfiction, Fiction, Poetry, Drama, and Myth, Legend, Traditional Narrative, and Classical Literature.

---

4 Students continue to address earlier standards as they apply to more difficult texts and

**Print Concepts Writing**

4.R.1 Write legibly in cursive, leaving spaces between words.

**Phonics, Word Recognition, and Spelling**

4.R.2 Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words.

4.R.3 Read and correctly spell grade-appropriate roots (e.g., *unnecessary, cowardly*), prefixes and suffixes (*mis-, un-, -ful, -ing*), and important words from all grade-specific content curricula.

**Fluency**

4.R.4 Orally read grade-appropriate text smoothly and accurately with expression that connotes comprehension at the independent level (e.g.,
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td><strong>Comprehension</strong>&lt;br&gt;4.R.5 Read silently unfamiliar, grade-appropriate text with comprehension at the independent level (e.g., 95% comprehension).&lt;br&gt;4.R.6 Apply Grade 4 standards for comprehension of Nonfiction, Fiction, Poetry, Drama, and Myth, Legend, Traditional Narrative, and Classical Literature.</td>
</tr>
<tr>
<td>5</td>
<td>Students continue to address earlier standards as they apply to more difficult texts and&lt;br&gt;<strong>Phonics, Word Recognition, and Spelling</strong>&lt;br&gt;5.R.1 Read and spell correctly all key words from grade-specific content curricula and hyphenate them correctly.&lt;br&gt;5.R.2 Read and spell correctly grade-appropriate words with prefixes (understood/misunderstood, excused/unexcused) or suffixes (final/finally, mean/meanness) and contractions (will not/won’t, it is/it’s, they would/they’d)&lt;br&gt;<strong>Fluency</strong>&lt;br&gt;5.R.3 Orally read grade-appropriate text smoothly and accurately with expression that connotes comprehension at the independent level (e.g., 95% comprehension, benchmark fluency)&lt;br&gt;<strong>Comprehension</strong>&lt;br&gt;5.R.4 Read silently unfamiliar, grade-appropriate text with comprehension at the independent level (e.g., 95% comprehension).&lt;br&gt;5.R.5 Apply Grade 5 standards for comprehension of Nonfiction, Fiction, Poetry, Drama, and Myth, Legend, Traditional Narrative, and Classical Literature.</td>
</tr>
<tr>
<td>6</td>
<td>Students continue to address earlier standards as they apply to more difficult texts and&lt;br&gt;<strong>Phonics, Word Recognition, and Spelling</strong>&lt;br&gt;6.R.1 Read and spell correctly Latin plurals (e.g., <em>alumnus/alumni</em>) in assigned curriculum materials.&lt;br&gt;6.R.2 Correctly spell frequently misspelled words (e.g., <em>license, recommendation, exaggerate</em>).&lt;br&gt;<strong>Fluency</strong>&lt;br&gt;6.R.3 Orally read grade-appropriate literary and expository text smoothly and accurately with expression that connotes comprehension at the independent level (e.g., 95% comprehension, benchmark fluency)&lt;br&gt;<strong>Comprehension</strong>&lt;br&gt;6.R.4 Read silently unfamiliar, grade-appropriate text with comprehension at the independent level (e.g., 95% comprehension).&lt;br&gt;6.R.5 Apply Grade 6 standards for comprehension of Nonfiction, Fiction, Poetry, Drama, and Myth, Legend, Traditional Narrative, and Classical Literature.</td>
</tr>
<tr>
<td>7-12</td>
<td>Students continue to address earlier standards as they apply to more difficult texts.</td>
</tr>
</tbody>
</table>
7: Nonfiction

Many students regularly read nonfiction books, textbooks, news articles, encyclopedia entries, and multimedia websites on the Internet. The identification and understanding of common expository organizational structures helps them read challenging nonfiction material. Knowledge of textual and graphic features of nonfiction extends a student’s control in reading and writing informational texts.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Student Learning Standards</th>
</tr>
</thead>
</table>
| PreK  | P.N.1 Identify the topic of a nonfiction text read aloud.  
          P.N.2 Identify steps to follow after hearing a simple list of instructions. |
| K     | Students continue to address earlier standards as they apply to grade-appropriate texts and  
          K.N.1 Identify important elements of the text (e.g., events, topics, concepts) and answer questions about them.  
          K.N.2 Identify textual and graphic features of a nonfiction text (e.g., title, author, table of contents, illustrations, and index).  
          K.N.3 Restate and follow two-step directions. |
| 1     | Students continue to address earlier standards as they apply to grade-appropriate texts and  
          1.N.1 Answer questions to clarify or confirm understanding of a text.  
          1.N.2 Identify words in a text that indicate logical relationships (e.g., because, therefore, in order to).  
          1.N.3 Explain and follow two-step directions. |
| 2     | Students continue to address earlier standards as they apply to grade-appropriate texts and  
          2.N.1 Identify the author’s purpose in a nonfiction text.  
          2.N.2 Identify and explain the main idea and supporting facts.  
          2.N.3 Explain the topic of each paragraph in a multi-paragraph nonfiction text.  
          2.N.4 Identify the words and phrases that connect paragraphs and explain the logical relationship they signal.  
          2.N.5 Identify common textual and graphic features (e.g., font type and size, diagrams) and explain how they help a reader understand a text.  
          2.N.7 Distinguish cause from effect in the events laid out in a nonfiction text. |
| 3     | Students continue to address earlier standards as they apply to grade-appropriate texts and  
          3.N.1 Identify the introduction in a multi-paragraph nonfiction text and locate the main idea of the whole text in that introduction.  
          3.N.2 Identify the topic sentence and the gist of each paragraph.  
          3.N.3 Identify how the nonfiction text is organized (e.g., chronological, problem-solution, topical organization).  
          3.N.4 Identify common textual features (e.g., paragraphing, topic sentences, words in bold or italics, glossary) and graphic features (e.g., charts, graphs, maps).  
          3.N.5 Identify selected types of nonfiction: texts written to provide information about a particular topic, expository texts written to examine or analyze particular
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.N.6</strong></td>
<td>Distinguish fact from fiction or opinion.</td>
<td></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>Students continue to address earlier standards as they apply to grade-appropriate texts and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.N.1 Identify and distinguish between expository texts written to examine or analyze a particular event, discovery, invention, or natural phenomenon, and persuasive texts written to urge the reader to adopt a belief or take a particular course of action.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.N.2 Explain the author’s precise purpose in a piece of analytical or persuasive writing, using evidence from the text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.N.3 Identify the topic of a multi-paragraph expository text, its introductory material, the main idea of the text, the topic sentences and details in the paragraphs that make up the body of the text, and the gist of its concluding paragraph.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.N.4 Identify the claim or argument made in a multi-paragraph persuasive text and explain how each paragraph supports the claim.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.N.5 Identify the connectives between paragraphs and the logical relationships they indicate.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.N.6 Identify the organizational structures (e.g., order of importance, time and space; cause-and-effect; comparison-contrast) in expository or persuasive texts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.N.7 Identify textual structures (e.g., subheadings, appendices, links, sidebars, and site maps for websites) and graphic features, (e.g., timelines, page or website design, and website video/audio clips) and explain how they help readers to comprehend text.</td>
<td></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Students continue to address earlier standards as they apply to grade-appropriate texts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.N.1 Identify and analyze the introduction, controlling (main) idea, supporting facts, and conclusion of an expository text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.N.2 Identify and analyze the stated main claim, supporting premises and evidence, and conclusion of a persuasive argument.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.N.3 Identify the type of evidence used to support a claim in a persuasive text (e.g., scientific research evidence, anecdotal evidence based on personal knowledge, or the discipline-based opinion of experts).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.N.4 Identify selected types of informational texts: biographies, autobiographies, newspaper articles, encyclopedias, travelogues, political commentary, research reports personal writing (memoirs, chronicles), and procedural or practical texts explaining how to accomplish a task.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.N.5 Use reasoning to determine the logic of an author’s conclusion in a persuasive text and provide evidence from the text to support reasoning.</td>
<td></td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>Students continue to address earlier standards as they apply to more challenging grade-appropriate texts and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.N.1 Identify the controlling idea, even when not explicitly stated, of an expository text, and explain how details and conclusion support this idea.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.N.2 Identify and explain how key ideas in a text are logically related to each other.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.N.3 Distinguish between an argument in an expository text (e.g., the information and relationships an author wants the reader to grasp) and an argument in a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>persuasive text (e.g., the position an author holds and the action he or she urges the reader to take).</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>6.N.4</td>
<td>Interpret straightforward factual and/or quantitative information presented in maps, charts, graphs, timelines, and diagrams.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Students continue to address earlier standards as they apply to more challenging grade-appropriate texts and</td>
<td></td>
</tr>
<tr>
<td>7.N.1</td>
<td>Demonstrate understanding of the difference between causality and probability when used in arguments:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• causality: that the truth or occurrence of one thing can necessarily imply something else;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• probability: that the truth or occurrence of one thing can make other things likely or unlikely.</td>
<td></td>
</tr>
<tr>
<td>7.N.2</td>
<td>Identify classification as an organizational structure in expository text.</td>
<td></td>
</tr>
<tr>
<td>7.N.3</td>
<td>Identify claims, arguments, counterarguments, and refutation of counterarguments in a persuasive text.</td>
<td></td>
</tr>
<tr>
<td>7.N.4</td>
<td>Identify and analyze how an author’s choice of words, organization, examples, and graphics contributes to the purpose of an expository or persuasive text.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Students continue to address earlier standards as they apply to more challenging grade-appropriate texts and</td>
<td></td>
</tr>
<tr>
<td>8.N.1</td>
<td>Identify and distinguish among major subgenres of nonfiction: exposition (e.g., biography, autobiography, political, historical, scientific, literary essays and documents, research reports, book or arts reviews, news or features articles, textbooks, trade books, encyclopedia entries, informational website articles); persuasive texts (e.g., editorials, letters to the editor, speeches, journals, commentaries, position papers, advertisements, and political campaign literature); and procedural texts or documents (recipes, directions, manuals, schedules, application forms, contracts and other legal documents).</td>
<td></td>
</tr>
<tr>
<td>8.N.2</td>
<td>Identify and describe the structure of a multifaceted argument with a main claim (thesis statement), supporting premises, explicit words indicating connections (e.g., therefore, because), and a conclusion.</td>
<td></td>
</tr>
<tr>
<td>8.N.3</td>
<td>Identify and analyze the use of overstatement, understatement, ambiguity, incongruity, and irony in a persuasive text.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Students continue to address earlier standards as they apply within and across more challenging grade-appropriate texts and</td>
<td></td>
</tr>
<tr>
<td>9.N.1</td>
<td>Analyze texts written in English that have world-wide historical and literary significance (e.g., Thoreau’s <em>Civil Disobedience</em> or excerpts from Darwin’s <em>On the Origin of Species</em>) with respect to their purpose, central arguments, relationships among ideas, and supporting details.</td>
<td></td>
</tr>
<tr>
<td>9.N.2</td>
<td>Analyze implicit premises of an argument and determine if the conclusions reached are logically justified by the facts presented earlier in the text.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Students continue to address earlier standards as they apply within and across more challenging grade-appropriate texts and</td>
<td></td>
</tr>
<tr>
<td>10.N.1</td>
<td>Analyze foundational documents written in the 19th or 20th century that have historical and literary significance in American culture (e.g., the Reverend Martin Luther King, Jr.’s “Letter from Birmingham Jail”) with respect to their premises, central arguments, and supporting evidence.</td>
<td></td>
</tr>
<tr>
<td>10.N.2</td>
<td>Explain what a logical fallacy is (i.e., language or an argument that retards or inhibits rational thinking, such as a false dilemma, red herring, blanket generalization, or <em>post hoc ergo propter hoc</em>).</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Students continue to address earlier standards as they apply within and across more challenging grade-appropriate texts and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11.N.1 Analyze foundational documents written in the 18th or 19th century that have historical and literary significance in American culture (e.g., George Washington’s <em>Farewell Address, The Federalist</em>, or the <em>Declaration of Independence</em>) with respect to their purpose, setting, central argument, supporting details, and the logic of their conclusion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11.N.2 Synthesize information from texts written in the 18th or 19th century or before to address ideas in foundational texts written in the 18th or 19th century: e.g., read selections from John Locke’s <em>Second Treatise on Government</em>, Montesquieu’s <em>Spirit of the Laws</em>, and Madison’s <em>Notes on the Constitutional Convention</em> and trace the history of the ideas presented in the Constitution of the United States.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11.N.3 Analyze the evidence and logic given to support or oppose a persuasive argument.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Students continue to address earlier standards as they apply within and across more challenging grade-appropriate texts and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12.N.1 Analyze texts that have world-wide historical and literary significance (e.g., Mary Wollstonecraft’s <em>A Vindication of the Rights of Women</em> or John Ruskin’s “The Stones of Venice,” Alexander Solzhenitsyn’s 1970 Nobel Prize for Literature speech or Vaclav Havel’s 1999 speech on civil society) with respect to their purposes, central arguments, and social, political, and cultural contexts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12.N.2 Evaluate how the organization and word choice in business and procedural documents affect their clarity.</td>
<td></td>
</tr>
</tbody>
</table>
**8: Fiction**

We learn from stories. They are vehicles for a student’s development of empathy, of moral sensibility, and of understanding. The identification and analysis of elements of fiction – plot, conflict, setting, character development, and foreshadowing – make it possible for students to thing more critically about stories, to respond to them in more complex ways, to reflect on their meanings, and to compare them to each other. A good story is the imagined world of the author into which the reader is invited. Imaginative works are there to entertain and enlighten us.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Student Learning Standards</th>
</tr>
</thead>
</table>
| PreK  | P.F.1 Listen actively to stories or poems read aloud.  
        P.F.2 Describe a favorite story or poem by a particular author/illustrator. |
| K     | Students address earlier standards as they apply to grade-appropriate texts and  
        K.F.1 Make predictions about what will happen in a story as it is read aloud.  
        K.F.2 Identify lessons learned by characters in a story or fable.  
        K.F.3 Identify words in a text related to the senses (e.g., touch, hear, see, smell, and taste). |
| 1     | Students address earlier standards as they apply to grade-appropriate texts and  
        1.F.1 Identify and describe the elements of plot, character, and setting in a favorite story.  
        1.F.2 Identify the moral lesson of a fable or story and relate it to a personal experience if possible.  
        1.F.3 Identify the sense (touch, hearing, sight, taste, smell, and taste) implied in words appealing to the senses.  
        1.F.4 Identify differences between a story and a poem, and between a story and an encyclopedia entry. |
| 2     | Students address earlier standards as they apply to grade-appropriate texts and  
        2.F.1 Identify the major characters, setting, and plot of a story  
        2.F.2 Explain the problem to be solved in a story.  
        2.F.3 Identify dialogue as words spoken by the characters, usually enclosed in quotation marks.  
        2.F.4 Categorize sensory details and images by sense.  
        2.F.5 Retell the major events in a story.  
        2.F.6 Describe differences between fables, folk tales, legends, and myths. |
| 3     | Students address earlier standards as they apply within and across grade-appropriate texts and  
        3.F.1 Identify elements of fiction (character, setting, problem, and solution) and analyze how major events in a story lead from problem to solution.  
        3.F.2 Identify personality traits of characters from the thoughts, words, and actions that reveal their personalities.  
        3.F.3 Identify foreshadowing clues as hints from the author about characters’ destinies or what will happen later in a story.  
        3.F.4 Identify the meaning of similes and metaphors.  
        3.F.5 Identify themes as the moral lessons in folktales, fables, and Greek myths for children. |
<p>| 4     | Students address earlier standards as they apply within and across more challenging texts and |</p>
<table>
<thead>
<tr>
<th></th>
<th>4.F.1 Identify and describe how main characters in a story or novel change as a result of events.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.F.2 Identify the narrator of a story or novel (e.g., a character in the story, the author, someone else).</td>
</tr>
<tr>
<td></td>
<td>4.F.3 Identify and analyze imagery and figurative language (e.g., <em>the roar of traffic</em> and <em>the hum of human beings</em>).</td>
</tr>
<tr>
<td></td>
<td>4.F.4 Identify the theme of a passage, story, or novel and provide evidence for the interpretation.</td>
</tr>
<tr>
<td></td>
<td>4.F.5 Identify differences between American tall tales, mysteries, science fiction, and adventure stories.</td>
</tr>
<tr>
<td></td>
<td>5 Students address earlier standards as they apply within and across more challenging texts and</td>
</tr>
<tr>
<td></td>
<td>5.F.1 Identify and describe how the main characters in a story or novel change over time.</td>
</tr>
<tr>
<td></td>
<td>5.F.2 Identify and describe conflict in a story or novel and its resolution.</td>
</tr>
<tr>
<td></td>
<td>5.F.3 Identify the differences between fantasies (e.g., <em>Mary Poppins</em>), historical fiction, true adventure stories.</td>
</tr>
<tr>
<td></td>
<td>5.F.4 Apply knowledge of the concept that theme refers to the main idea or meaning of a story.</td>
</tr>
<tr>
<td></td>
<td>5.F.5 Identify how the author uses descriptions of settings to create a mood.</td>
</tr>
<tr>
<td></td>
<td>6 Students address earlier standards as they apply within and across more challenging texts and</td>
</tr>
<tr>
<td></td>
<td>6.F.1 Identify and analyze three different points of view (i.e., first-person, third-person omniscient, and third-person limited) in stories or novels.</td>
</tr>
<tr>
<td></td>
<td>6.F.2 Apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is stated or implied.</td>
</tr>
<tr>
<td></td>
<td>6.F.3 Identify the imagery, symbolism, and figurative language in a story and explain how they contribute to its meaning.</td>
</tr>
<tr>
<td></td>
<td>6.F.4 Identify and analyze characteristics of the following fiction genres: adventure stories, historical fiction, contemporary realistic fiction, folktales, legends, fables, tall tales, myths, fantasies, science fiction, and mysteries.</td>
</tr>
<tr>
<td></td>
<td>7 Students address earlier standards as they apply within and across more challenging texts and</td>
</tr>
<tr>
<td></td>
<td>7.F.1 Identify the main plot and subplots in a story and novel and explain how they are related.</td>
</tr>
<tr>
<td></td>
<td>7.F.2 Analyze the ways in which main characters change or interact throughout a story or a novel.</td>
</tr>
<tr>
<td></td>
<td>7.F.3 Identify the theme of a story, or novel, whether stated or implied, using evidence from the text.</td>
</tr>
<tr>
<td></td>
<td>7.F.4 Analyze how figurative language and imagery in a story create its mood.</td>
</tr>
<tr>
<td></td>
<td>7.F.5 Identify and analyze the characteristics of a parody.</td>
</tr>
<tr>
<td></td>
<td>8 Students address earlier standards as they apply within and across more challenging texts and</td>
</tr>
<tr>
<td></td>
<td>8.F.1 Identify qualities, beliefs, and assumptions of central characters in a story or novel and analyze how these influence relationships among characters and the resolution of the conflict.</td>
</tr>
<tr>
<td>8.F.2</td>
<td>Analyze how a story unfolds when it is told by alternating narrators or multiple narrators with different points of view.</td>
</tr>
<tr>
<td>8.F.3</td>
<td>Distinguish theme from topic or topic sentence.</td>
</tr>
<tr>
<td>8.F.4</td>
<td>Analyze how an author’s choice of words helps create tone and mood.</td>
</tr>
<tr>
<td>8.F.5</td>
<td>Identify and analyze the characteristics of a satire.</td>
</tr>
</tbody>
</table>

| 9 | Students address earlier standards as they apply within and across more challenging texts and |
| 9.F.1 | Analyze the function of character types (e.g., antagonist, protagonist, foil, tragic hero). |
| 9.F.2 | Explain how the theme of a story or novel represents a comment on life. |
| 9.F.3 | Compare stories or novels with similar themes but from different literary traditions and historical periods. |
| 9.F.4 | Relate a story or novel to its literary context and literary history. |
| 9.F.5 | Determine what makes a work of fiction satiric, whimsical, tragic, or suspenseful. |

| 10 | Students address earlier standards as they apply within and across more challenging texts and |
| 10.F.1 | Analyze and explain elements of fiction (e.g., moral and ethical dilemmas, point of view, ambiguity, irony, flashbacks, and foreshadowing). |
| 10.F.2 | Compare themes as comments on life across several texts from different time periods or settings (e.g., compare themes in Charlotte Brontë’s *Jane Eyre* and Jean Rhys’ *Wide Sargasso Sea*). |
| 10.F.3 | Identify and describe how an author’s choice of words advances the theme or purpose of a work. |
| 10.F.4 | Relate a story or novel to its literary context and literary history. |

*For example, after students read Guy de Maupassant’s “String of Pearls,” they explore the influence of other short story writers, particularly Edgar Allan Poe, on the development of this genre in the 19th century.*

| 11 | Students address earlier standards as they apply within and across more challenging texts and |
| 11.F.1 | Demonstrate familiarity with major authors of fiction and/or their fictional works in each major literary period in American literature. |
| 11.F.2 | Relate a 19th century story or novel by a major American author, such as *The Scarlet Letter* or *Huck Finn*, to its literary context and its literary history. |
| 11.F.3 | Relate a 19th or 20th century story or novel by a major American author to the seminal ideas of its time. |
| 11.F.4 | Apply knowledge that a text can contain more than one theme, either stated or implied. |
| 11.F.5 | Interpret figurative language, such as personification, symbolism, allusion, and allegory. |

| 12 | Students address earlier standards as they apply within and across more challenging texts and |
| 12.F.1 | Demonstrate familiarity with major authors of fiction and/or their fictional works in each major literary period in British literature. |
| 12.F.2 | Relate a story or novel by a British writer to its literary context and its literary history. |
history (e.g., Virginia Woolf’s *Mrs. Dalloway*).

12.F.3 Relate a novel by a British author to the seminal ideas of its time (e.g., Dickens’ *Great Expectations* or *Bleak House*).

12.F.4 Analyze how authors use elements of fiction for rhetorical and aesthetic purposes.

12.F.5 Identify characteristics of genres (e.g., satire, parody, allegory, pastoral) that cut across the lines of genre classifications such as fiction, poetry, and drama.
9: Poetry

From poetry we learn the language of heart and soul, with particular attention paid to rhythm and sound, compression and precision, the power of images, and the appropriate use of figures of speech. We also learn that poetry is playful in its attention to language, where rhyme, pun, and hidden meanings are pleasant surprises. The identification and analysis of the figurative language generally associated with poetry—metaphor, simile, personification, and alliteration—and these have an enormous impact on student reading and writing not only in poetry, but in other genres as well.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Student Learning Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK</td>
<td>P.P.1 Identify a regular beat in Mother Goose rhymes and children’s songs.</td>
</tr>
<tr>
<td>K</td>
<td>K.P.1 Identify and demonstrate the regular beat in Mother Goose rhymes and other rhythms and songs for children. Students address earlier standards as they apply grade-appropriate poems and</td>
</tr>
<tr>
<td></td>
<td>1.P.1 Identify similarities in ending sounds in children’s poems and songs.</td>
</tr>
<tr>
<td></td>
<td>1.P.2 Identify repetition in phases or refrains in children’s poems and songs.</td>
</tr>
<tr>
<td>1</td>
<td>2.P.1 Identify and respond to the rhythm in children’s poems.</td>
</tr>
<tr>
<td></td>
<td>2.P.2 Memorize and recite lines and verses in poems and songs.</td>
</tr>
<tr>
<td>2</td>
<td>3.P.1 Identify poetic elements (e.g., rhyme, rhythm, repetition, sensory images) and basic forms of poetry (e.g., a couplet).</td>
</tr>
<tr>
<td></td>
<td>3.P.2 Identify stanza and verse as terms for groups of lines in poetry.</td>
</tr>
<tr>
<td></td>
<td>3.P.3 Memorize and recite appealing children’s poems and songs.</td>
</tr>
<tr>
<td>3</td>
<td>Students address earlier standards as they apply to grade-appropriate poems and</td>
</tr>
<tr>
<td></td>
<td>4.P.1 Identify rhyme elements, such as consonance (i.e., repetition of consonant only sounds) and assonance (i.e., repetition of vowel only sounds).</td>
</tr>
<tr>
<td></td>
<td>4.P.2 Identify forms of poetry (e.g., the limerick or haiku).</td>
</tr>
<tr>
<td></td>
<td>4.P.3 Identify similes, metaphors, and sensory images.</td>
</tr>
<tr>
<td>4</td>
<td>Students address earlier standards as they apply to more challenging poems and in order to uncover meaning in poetry,</td>
</tr>
<tr>
<td></td>
<td>5.P.1 Identify sound elements (e.g., alliteration and rhyme scheme, couplets, ABAB) and visual elements (e.g., unusual patterns of punctuation or capitalization).</td>
</tr>
<tr>
<td></td>
<td>5.P.2 Identify forms of poems (e.g., dramatic poems with dialogue and action).</td>
</tr>
<tr>
<td></td>
<td>5.P.3 Explain how poets use sound effects in humorous poems.</td>
</tr>
<tr>
<td>5</td>
<td>Students address earlier standards as they apply to more challenging poems and in order to uncover meaning in poetry,</td>
</tr>
<tr>
<td></td>
<td>6.P.1 Analyze sound (e.g., onomatopoeia and rhyme scheme) and graphics (e.g., line length and word placement), and figurative language (e.g., hyperbole).</td>
</tr>
<tr>
<td></td>
<td>6.P.2 Analyze various poetic forms (e.g., quatrain or cinquain).</td>
</tr>
<tr>
<td>6</td>
<td>Students address earlier standards as they apply within and across more challenging poems in order to uncover implied meaning in poetry, and</td>
</tr>
<tr>
<td></td>
<td>7.P.1 Analyze sound (e.g., changes in rhythm), graphics (e.g., changes in font type</td>
</tr>
<tr>
<td>7</td>
<td>Students address earlier standards as they apply within and across more challenging poems in order to uncover implied meaning in poetry, and</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>7. P.2</td>
<td>Analyze various forms (e.g., sonnet, epic).</td>
</tr>
<tr>
<td>8</td>
<td>Students address earlier standards as they apply within and across more challenging poems in order to uncover implied meaning in poetry, and</td>
</tr>
<tr>
<td>8. P.1</td>
<td>Analyze sound (e.g., rhymes with identical sounds or similar sounds) and figurative language (e.g., symbolism).</td>
</tr>
<tr>
<td>8. P.2</td>
<td>Distinguish free verse from rhymed verse and explain its purposes.</td>
</tr>
<tr>
<td>9</td>
<td>Students address earlier standards as they apply within and across more challenging poems in order to uncover implied meaning in poetry, and</td>
</tr>
<tr>
<td>9. P.1</td>
<td>Analyze the characters, structure, and themes of epic poetry.</td>
</tr>
<tr>
<td>9. P.2</td>
<td>Identify and analyze sound, form, figurative language, graphics, and poetic techniques in fairly complex poems.</td>
</tr>
<tr>
<td>10</td>
<td>Students address earlier standards as they apply within and across more challenging poems in order to uncover implied meaning in poetry, and</td>
</tr>
<tr>
<td>10. P.1</td>
<td>Analyze how authors create multiple layers of meaning and/or deliberate ambiguity in a poem.</td>
</tr>
<tr>
<td>11</td>
<td>Students address earlier standards as they apply within and across more challenging poems in order to uncover implied meaning in poetry, and</td>
</tr>
<tr>
<td>11. P.1</td>
<td>Analyze the theme, allusions, diction, imagery, and flow of a poem.</td>
</tr>
<tr>
<td>11. P.2</td>
<td>Demonstrate familiarity with major American poets and their works in each literary period in American literature.</td>
</tr>
<tr>
<td>11. P.3</td>
<td>Relate poems by major American poets to their literary context and literary history.</td>
</tr>
<tr>
<td>12</td>
<td>Students address earlier standards as they apply within and across more challenging poems in order to uncover implied meaning in poetry, and</td>
</tr>
<tr>
<td>12. P.1</td>
<td>Analyze and evaluate the appropriateness of diction and imagery (controlling images, figurative language, understatement, overstatement, irony, paradox).</td>
</tr>
<tr>
<td>12. P.2</td>
<td>Demonstrate familiarity with major British poets and some of their poems in each period of British literary history.</td>
</tr>
<tr>
<td>12. P.3</td>
<td>Relate the poems of major British poets to the seminal ideas or events of their times (e.g., Tennyson’s “Ulysses” or “Charge of the Light Brigade”).</td>
</tr>
</tbody>
</table>
10: Drama

Since ancient times, drama has entertained, informed, entranced, and transformed us as we willingly enter into the other worlds created on stage and screen. In reading dramatic literature, students learn to analyze the techniques playwrights use to achieve their magic. By studying plays, as well as film, television shows, and radio scripts, students learn to be more critical and selective readers, listeners, and viewers of drama.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Student Learning Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK</td>
<td>P.D.1 Play characters in informal plays.</td>
</tr>
<tr>
<td>K</td>
<td>Students continue to address earlier standard as it applies to grade-appropriate texts and K.D.1 Act out dialogue from a familiar story.</td>
</tr>
<tr>
<td>1</td>
<td>Students continue to address earlier standards as they apply to grade-appropriate texts and 1.D.1 Identify characters and dialogue in a puppet play or performance by actors.</td>
</tr>
<tr>
<td>2</td>
<td>Students continue to address earlier standards as they apply to grade-appropriate plays and 2.D.1 Identify characters, setting, dialogue, acts, scenes in a play. 2.D.2 Perform informal plays for an audience, speaking clearly with adequate volume and maintaining eye contact with the audience or other characters.</td>
</tr>
<tr>
<td>3</td>
<td>Students continue to address earlier standards as they apply to grade-appropriate plays and 3.D.1 Identify elements of plot and character presented through dialogue and/or action in scripts that are read, viewed, listened to, or performed. 3.D.2 Plan and perform readings for an audience, using appropriate expression, clear diction, and adequate volume.</td>
</tr>
<tr>
<td>4</td>
<td>Students continue to address earlier standards as they apply within and across more challenging plays and 4.D.1 Identify and analyze how characters change from the beginning to the end of a play or film.</td>
</tr>
<tr>
<td>5</td>
<td>Students continue to address earlier standards as they apply within and across more challenging plays and 5.D.1 Compare structural elements of dramatic literature (e.g., act, scene, cast of characters, stage directions) and of a story. 5.D.2 Identify similarities and differences between a story or novel and its film or play adaptation.</td>
</tr>
<tr>
<td>6</td>
<td>Students continue to address earlier standards as they apply within and across more challenging plays and 6.D.1 Identify conflict, rising and falling action, climax, and resolution in a play.</td>
</tr>
<tr>
<td>7</td>
<td>Students continue to address earlier standards as they apply within and across more challenging plays and 7.D.1 Identify and describe relationships among elements of setting, plot, points of view, and characterization. 7.D.2 Identify and explain with detail the theme, either explicit or implied, of a play.</td>
</tr>
<tr>
<td>8</td>
<td>Students continue to address earlier standards as they apply within and across plays</td>
</tr>
<tr>
<td>and films and 8.D.1 Identify the use of theatre or film/video production techniques (e.g., camera shots, sound, and lighting) to establish narrative elements such as mood, character, plot, or to create special effects in a film.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>9 Students continue to address earlier standards as they apply within and across more challenging plays and films and 9.D.1 Analyze the roles of types of characters (e.g., antagonist, protagonist, hero, chorus, narrator). 9.D.2 Identify the structure and elements of different genres of dramatic literature (e.g., the characters, structure, and themes of a play by Shakespeare or of a classical Greek drama).</td>
<td></td>
</tr>
<tr>
<td>10 Students continue to address earlier standards as they apply within and across more challenging plays and films and 10.D.1 Analyze how dramatic conventions (such as monologue, soliloquy, aside) support, interpret, and enhance the play. 10.D.2 Analyze the dramatic structure of a play by Shakespeare.</td>
<td></td>
</tr>
<tr>
<td>11 Students continue to address earlier standards as they apply within and across more challenging plays and films and 11.D.2 Analyze the theme, structure, and dramatic elements in a play by a major American playwright and relate it to its literary context and literary history.</td>
<td></td>
</tr>
<tr>
<td>12 Students continue to address earlier standards as they apply within and across more challenging plays and films and 12.D.1 Analyze the themes, structure, and dramatic elements of a play by a major British playwright in any literary period and relate it to its literary context and literary history.</td>
<td></td>
</tr>
</tbody>
</table>
### 11: Myth, Legend, Traditional Narrative, and Classical Literature

Young students enjoy the predictable patterns, excitement, and moral lessons of traditional and classical stories. In the middle grades, knowledge of the character types, themes, and structures of these stories enables students to perceive similarities and differences when they compare traditional narratives from different cultures. In the upper grades, students can describe how authors through the centuries have drawn on traditional patterns and themes as archetypes in their writing, deepening their interpretations of these and other authors’ works.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Student Learning Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK</td>
<td>P.M.1 Identify examples of nursery rhymes and folktales.</td>
</tr>
<tr>
<td>K</td>
<td>Students continue to address the earlier standard as it applies to grade-appropriate texts and K.M.1 Identify and predict recurring phrases (e.g., <em>Once upon a time</em>) in traditional literature. K.M.2 Retell or dramatize a favorite folktale.</td>
</tr>
<tr>
<td>1</td>
<td>Students continue to address earlier standards as they apply to grade-appropriate texts and 1.M.1 Identify common characteristics of folktales and/or fairy tales, such as animals who speak, magic, a setting that is “anytime/anyplace.” 1.M.2 Identify the use of rhyme, rhythm, and repetition in folk- and fairy tales.</td>
</tr>
<tr>
<td>2</td>
<td>Students continue to address earlier standards as they apply to grade-appropriate texts and 2.M.1 Identify and describe the characters and plotlines of well-known folk- and fairy tales. 2.M.2 Identify the functions of myths (e.g., their attempt to explain the forces of nature or the nature of the after-life) 2.M.3 Identify the meaning, theme, or moral lesson in folk- and fairy tales, myths, and fables. 2.M.4 Compare versions of the same story (e.g., Cinderella tales, fables) from different cultures.</td>
</tr>
<tr>
<td>3</td>
<td>Students continue to address earlier standards as they apply within and across grade-appropriate texts and 3.M.1 Identify phenomena explained in origin myths (Prometheus/fire; Pandora/evils). 3.M.2 Identify and compare the adventures or exploits of a character type in the traditional literature of different cultures (e.g., trickster tales such as the Anansi tales from Africa, the Iktomi stories of the Plains Indians, the Br’er Rabbit tales, and the pranks of Til Eulenspiegel). 3.M.3 Identify the meaning of figurative phrases used today that come from Greek mythology (e.g., <em>the Midas touch</em>).</td>
</tr>
<tr>
<td>4</td>
<td>Students continue to address earlier standards as they apply within and across more challenging texts and 4.M.1 Identify characteristics of legends (e.g., Robin Hood or King Arthur). 4.M.2 Identify culturally significant characters and places in Greek, Roman, and Norse mythology (e.g., Athena, Apollo, Pan, Zeus, Jupiter, Mercury,</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>4.M.3</strong></td>
<td>Identify English words that come from Greek, Roman, and Norse mythology (e.g., names of days of week, months, constellations).</td>
</tr>
</tbody>
</table>
| **5** | Students continue to address earlier standards as they apply within and across more challenging texts and:  
5.M.1 | Identify common structures such as the rule of three (e.g., three wishes); magic helpers (e.g., talking animals, genies, or elves); or transformations (e.g., a frog who turns into a prince).  
5.M.2 | Identify common stylistic elements, such as exaggeration (hyperbole), repeated refrains, and similes. |
| **6** | Students continue to address earlier standards as they apply to within and across more challenging texts and:  
6.M.1 | Compare traditional literature from different cultures.  
6.M.2 | Compare myths about constellations, showing how each culture configured and explained a group of stars, and why they were important for travel and navigation.  
6.M.2 | Identify character types, such as the heroic figure, the fool who comes out on top, and others. |
| **7** | Students continue to address earlier standards as they apply within and across more challenging texts and:  
7.M.1 | Identify conventions in epic tales (e.g., extended simile, the quest, the hero’s tasks, special weapons or clothing, or helpers). |
| **8** | Students continue to address earlier standards as they apply within and across more challenging texts and:  
8.M.1 | Identify and analyze similarities and differences in mythologies from different cultures (e.g., ideas of the afterlife, roles and characteristics of deities, and types and purposes of myths). |
| **9** | Students continue to address earlier standards as they apply within and across more challenging texts and:  
9.M.1 | Analyze the characters, structure, and themes of classical Greek epic poetry (e.g., the *Aeneid*, the *Iliad*, and the *Odyssey*). |
| **10** | Students continue to address earlier standards as they apply within and across more challenging texts and:  
10.M.1 | Analyze the characters, structure, and themes of classical Greek plays (e.g., *Antigone*, *The Trojan Women*). |
| **11** | Students continue to address earlier standards as they apply within and across more challenging texts and:  
11.M.1 | Trace and analyze the influence of mythic, traditional, or classical literature on later American literature and film. |
| **12** | Students continue to address earlier standards as they apply within and across more challenging texts and:  
12.M.1 | Trace and analyze the influence of mythic, traditional, or classical literature on later British or other world literature and film. |
12: The Research Process

As the amount and complexity of knowledge increases, students need to understand the features, strengths, and limitations of the many digital and print resources, as well as people, available to them. They must also know how to conduct an efficient and successful search for accurate and credible information, and to cite the sources they use.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Student Learning Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK</td>
<td>P.RP.1 List topics of interest about preschool and decide who can answer questions about their topics.</td>
</tr>
<tr>
<td>K</td>
<td>Students generate topics of interest about their school or community and decide who or what can answer questions about their topics. K.RP.1 Identify relevant pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.</td>
</tr>
<tr>
<td>1</td>
<td>Students generate questions about their community, and 1.RP.1 Consult local experts to locate or gather information. 1.RP.2 Organize information found during group or individual research, using graphic organizers or other aids. 1.RP.3 Make informal presentations of information gathered.</td>
</tr>
<tr>
<td>2</td>
<td>Students generate a list of topics of interest and individual questions about one specific topic of interest and 2.RP.1 Use their own questions to find information on their topic. 2.RP.2 Identify the location and purpose of various visual and text reference sources in the school library media center or classroom library. 2.RP.3 Use quotation marks to denote direct quotations when recording specific words and sentences from a source. 2.RP.4 Summarize and present their information in written and oral reports or displays.</td>
</tr>
<tr>
<td>3</td>
<td>Students generate a list of topics of interest and their individual questions about one specific topic of interest and 3.RP.1 Locate information in reference texts, electronic resources, or through interviews. 3.RP.2 Determine the accuracy and relevance of the information for their specific questions. 3.RP.3 Record relevant information in their own words. 3.RP.4 Organize and present the information in a report or annotated display.</td>
</tr>
</tbody>
</table>
| 4     | Students generate topics of interest and their own questions about a specific topic and 4.RP.1 Identify and read through a variety of relevant sources (e.g., digital, print, and/or interviews with local authorities). 4.RP.2 On the basis of these sources, decide on one major research question to address. 4.RP.3 Use organizational features of print and digital sources (e.g., table of contents, indices, glossaries, website headings and links) efficiently to locate further information. 4.RP.4 Determine the accuracy of the information gathered. 4.RP.5 Record pertinent source information and follow an established format. 4.RP.6 Summarize and organize information using a variety of tools (e.g., note
<table>
<thead>
<tr>
<th></th>
<th>4.RP.7</th>
<th>4.RP.8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cite all quoted words, introducing them in one’s own words, and identify sources for illustrations, graphs, or video clips copied or imported from print or digital sources.</td>
<td>Present the research project and evaluate how completely, accurately, and efficiently the major research question was explored or answered.</td>
</tr>
</tbody>
</table>

5-8 5-8.RP.1 Apply steps for obtaining information from a variety of sources:
- Formulate one open-ended researchable question.
- Identify and acquire information from at least three sources (digital and print resources, surveys, and/or interviews with authorities).
- Select relevant resources efficiently, using organizational features of print reference texts; knowledge of public and school libraries and their classification systems; knowledge of properties of Internet search engines; knowledge of how information is structured and linked on websites; and knowledge of the differences between primary and secondary sources.
- Follow ethical and legal guidelines for collecting and recording information.
- Assess accuracy and reliability of information in print and electronic sources (e.g., author or organization credentials, formality of presentation, date of publication, publisher, title of journal, cross-references in websites).

5-8.RP.2 Apply steps for recording and organizing ideas.
- Record pertinent main ideas/important information and supporting details in brief note form, citing the source of information in an established format.
- Quote specific phrases and sentences or incorporate illustrations, graphics, sound or video clips as needed, recording their source and following an established and consistent format for citations.
- Restate information found in one’s own words, using summarizing or paraphrasing techniques.
- Organize and interpret information, using a variety of tools (e.g., spreadsheet, database, outlining software).

5-8.RP.3 Report findings in a clear, concise way.
- Identify an appropriate approach to organizing a group or individual written report, an annotated display, or oral presentation that will fit one’s audience and purpose.
- Differentiate between paraphrasing and plagiarism when incorporating the ideas of others.
- Evaluate the research project as a whole using teacher-generated criteria.

9-12 9-12.RP.1 Apply steps for obtaining information from a variety of sources.
- Formulate an original open-ended research question and a plan for gathering information that addresses that question.
- Demonstrate a systematic and efficient search for information.
through literature searches, searches of public records, surveys, and/or interviews, as needed (e.g., identifying multiple sources of information written by authorities for an informed audience; writing concise and relevant survey questions whose responses can be readily summarized or quantitatively compiled).

- Assess the accuracy and reliability of information in print, electronic, or interview sources (e.g., author credentials, formality of presentation, date of publication, publisher, title of journal, cross references in scholarly journals or web sites, appropriateness for goals of the research project, absence of conflicting information, and point of view or lack of bias).

9-12.RP.2 Apply steps for organizing information, documenting resources, and presenting research in individual or group projects:

- Record primary, secondary, and tertiary terms related to an identified topic to guide one’s search.
- Follow ethical guidelines for conducting interviews and reporting results and for obtaining permission to use images, spoken words, or music from websites.
- Record pertinent ideas and supporting details briefly in one’s own words and quote choose relevant quotations selectively for inclusion in a report, annotated display, or oral presentation.
- Use relevant quotations, graphic presentations of data, or illustrations to support claims made in one’s own words.
- Use an appropriate approach, form, and organizational structure in individual or group research projects for an intended audience and purpose.
- Develop criteria and rubrics for research projects and use them to evaluate the project as a whole.
13: Analytical Writing

Analytical writing requires the development and use of logical thinking processes, reading “between the lines,” and an ever-growing knowledge base for the topic being analyzed. Beginning in grade 3, analytical writing should constitute at least half the writing students do in school, and beginning in grade 9, three-quarters of their writing assignments should require research and analysis.

After developing their work, students are expected to revise and to edit their writing. For guidance, see *Structure and Conventions of Modern English*, which includes standards on grammar, syntax, and conventions.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Student Learning Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK</td>
<td><strong>P.WA.1</strong> Record and discuss observations of the natural world (e.g., observe the weather each day and draw pictures or make a chart of cloudy, rainy, foggy, snowy, or sunny days and explain how the weather affects what people wear to school).</td>
</tr>
</tbody>
</table>
| K     | **K.WA.1** Develop and use a topic sentence or a controlling (main) idea when discussing observations on topics related to the curriculum.  

*For example, students look at pictures of animals from the same species. Starting with the main idea that animals of the same species can be alike and different, they speak or write full sentences on their observations.*  

**K.WA.2** Describe orally patterns of change (e.g., changes in weather day to day and over the seasons). |
| 1     | **1.WA.1** Develop and use a topic sentence or controlling idea to compare and contrast observations of the natural world around them.  

*For example, students make a list of what they see outdoors and in the sky during the day and another list of things seen outdoors and in the sky at night. They use these lists to create multiple sentences that connect logically to compare day and night.* |
| 2     | **2.WA.1** Develop and use a topic sentence or controlling idea for writing up their observations of cause and effect in the world around them.  

*For example, students plant seeds and draw and make notes on the growth of plants under different lighting conditions. They use their notes and drawings to write logically connected sentences to explain the effect of light of varying intensity and duration on the plants they grew.* |
| 3     | **3.WE.1** State the topic in the title, develop a controlling idea for an introductory
paragraph, and use a topic sentence for each of the other paragraphs in a multi-paragraph composition.

For example, students interview adults in their community to answer the question, “What are the three most important things to know about your work?” They write a composition, stating their controlling idea in the introduction and providing pertinent examples and details in several logically connected paragraphs.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Students demonstrate knowledge of earlier standards as they apply to grade-appropriate writing, revising, and editing, and</td>
</tr>
<tr>
<td>4.WE.1</td>
<td>Write a multi-paragraph composition on a subject studied in school with a topic in the title, introductory paragraph with a clear controlling idea, paragraphs that have topic sentences and a logical organization (e.g., order of importance, time and space, cause and effect, comparison-contrast), and an effective conclusion.</td>
</tr>
<tr>
<td>4.WE.2</td>
<td>Provide facts, specific details, and examples that support ideas and extend explanations.</td>
</tr>
<tr>
<td>4.WE.3</td>
<td>Use language and level of formality that is appropriate to the audience and purpose of the composition and connect ideas and events using relatively simple transition words (e.g., first, second, and, but).</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Students demonstrate knowledge of earlier standards as they apply to grade-appropriate writing, revising, and editing, and</td>
</tr>
<tr>
<td>5.WE.1</td>
<td>Organize sentences and paragraphs logically, using an organizational form that suits the topic (e.g., chronological order for a biography).</td>
</tr>
<tr>
<td>5.WE.2</td>
<td>Employ sufficient imagery and examples to give clear support for topics and include relevant transition words to clearly connect ideas within and between paragraphs.</td>
</tr>
<tr>
<td>5.WE.3</td>
<td>Use language and sentence variety to convey meaning, for effect, and to support a tone and formality appropriate to the topic, audience, and purpose.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Students demonstrate knowledge of earlier standards as they apply to grade-appropriate writing and</td>
</tr>
<tr>
<td>6.WE.1</td>
<td>Develop possible topics for a multi-paragraph composition based on what is studied in mathematics, science and technology/engineering, history/social science, health, or the arts.</td>
</tr>
<tr>
<td>6.WE.2</td>
<td>Organize information with a controlling statement in the introduction, supporting relevant details and clarifying examples in the body of the composition, and a reiteration of the controlling idea in the conclusion..</td>
</tr>
<tr>
<td>6.WE.3</td>
<td>Make choices of words, syntax, and level of formality that is appropriate to the topic, audience, and purpose.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Students demonstrate knowledge of earlier standards as they apply to grade-appropriate writing, revising, and editing, and</td>
</tr>
<tr>
<td>7.WE.1</td>
<td>Write on topics drawn from what is studied in mathematics, science and technology/engineering, history/social science, foreign languages, or the arts, using an organizational form that is appropriate to the topic (e.g., sequence, description, categorization, problem-solution, cause and effect, comparison-contrast) logical topic development, and supporting details,</td>
</tr>
<tr>
<td>Grade</td>
<td>Standards</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
</tr>
<tr>
<td>7</td>
<td>WE.2 Ensure that word choice is precise, that there is a variety in sentence structure, and that the level of formality is appropriate to the topic, audience, and purpose.</td>
</tr>
<tr>
<td>8</td>
<td>Students demonstrate knowledge of earlier standards as they apply to grade-appropriate writing, revising, and editing, and&lt;br&gt;WE.1 Write an interpretation of a literary text that includes a controlling idea, logical development, supporting details and examples from the text, and concluding statements.&lt;br&gt;WE.2 Write a research report that that includes a controlling idea, logical development, supporting details and examples from multiple sources, a conclusion, footnotes or endnotes, and a bibliography.</td>
</tr>
<tr>
<td>9</td>
<td>Students demonstrate knowledge of earlier standards as they apply to grade-appropriate writing, revising, and editing, and&lt;br&gt;WE.1 Write literary analyses or research-based reports that have consistent topic development, logical organization, effective use of detail, appropriate vocabulary and varied sentence structure and bibliographic information. For example, students in a science class conduct an experiment and write a report that includes an abstract, the procedures they followed, a discussion of their results, and a conclusion.&lt;br&gt;WE.2 Write clear practical texts (e.g., directions, emails, or notes) that use accurate and accessible vocabulary for an identified audience.</td>
</tr>
<tr>
<td>10</td>
<td>Students demonstrate knowledge of earlier standards as they apply to grade-appropriate writing, revising, and editing, and&lt;br&gt;WE.1 Write literary analyses, essays, or research reports that present a thesis statement, have a logical organization appropriate to the subject, and that develop an argument through the use of quotations, paraphrasing, commentary, relevant charts, graphs, or illustrations and bibliographic information, as needed.&lt;br&gt;WE.2 Make precise word choices and choices about rhetorical structure to create a tone that adds depth to the message and is fitting for the topic, audience, and purpose.&lt;br&gt;WE.2 Write clear practical texts (e.g., instructions or minutes of a meeting) that use accurate and accessible vocabulary for an identified audience.</td>
</tr>
<tr>
<td>11</td>
<td>Students demonstrate knowledge of earlier standards as they apply to grade-appropriate writing, revising, and editing, and&lt;br&gt;WE.1 Write literary analyses, essays, and research reports that have a clear thesis and topic development and that skillfully synthesize information from multiple sources.&lt;br&gt;WE.2 Write practical documents (e.g., project plans or applications) that present ideas and data clearly and concisely.</td>
</tr>
<tr>
<td>12</td>
<td>Students demonstrate knowledge of earlier standards as they apply to grade-appropriate writing, revising, and editing, and&lt;br&gt;WE.1 Write literary analyses, essays, and research reports that have a clear thesis and logical topic development, that skillfully and accurately synthesize information from multiple sources, and that anticipate and refute...</td>
</tr>
</tbody>
</table>
misconceptions or counterarguments.

| 12.WE.2 | Write practical documents (e.g., memos, proposals, visual presentations using business software) that communicate policies, findings, or data concisely and clearly. |
14: Persuasive Writing

Persuasive writing uses all the major components of effective communication for the goal of convincing someone of something or moving someone to a particular kind of action. It requires a keen appreciation of the audience’s particular characteristics. Strong persuasive writing presents a position or claim, defends it with credible, precise, and relevant evidence, and uses language appropriate to the audience and purpose.

After developing their work, students are expected to revise and to edit their writing. For guidance, see *Structure and Conventions of Modern English*, which includes standards on grammar, syntax, and conventions.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Student Learning Standards</th>
</tr>
</thead>
</table>
| PreK  | P.WP.1 Make a suggestion or request to an adult or a peer and explain why they should follow that suggestion.  
For example, a student says the class should go outside for recess because the weather is sunny and warm. |
| K     | Students demonstrate understanding of earlier standards as they apply to grade-appropriate writing and  
K.WP.1 Give logical reasons for suggesting that others follow a particular course of action.  
For example, some students say that the teacher should allow more time for music because the class needs to practice for an upcoming assembly. |
| 1     | Students demonstrate understanding of earlier standards as they apply to grade-appropriate writing, revising, and editing, and  
1.WP.1 Write letters with logically connected sentences to make a proposal to a particular audience and give reasons why the proposal should be considered.  
For example, students write a letter to the school’s parent-teacher organization to explain that the first grade should take a field trip to a farm because they are studying where food comes from. |
| 2     | Students demonstrate understanding of earlier standards as they apply to grade-appropriate writing, revising, and editing, and  
2.WP.1 Write letters with logically connected paragraphs and multiple reasons to explain to a particular audience why a certain course of action should be followed.  
For example, second graders write a letter to the principal to persuade her that the school library should be kept open after school because students would like extra time to browse books and the librarian is willing to work with them to start a library helpers’ club. |
<p>| 3     | Students demonstrate understanding of earlier standards as they apply to grade-appropriate writing, revising, and editing, and |</p>
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.WP.1</td>
<td>Write multi-paragraph persuasive compositions in a variety of forms, choosing an appropriate level of formality for a particular audience. <em>For example, students write a speech to persuade others at their school to volunteer in the school’s clean-up campaign. Because they will deliver the speech as part of the school’s morning announcements broadcast, they use language, reasons, and a song chosen to appeal to their peers.</em></td>
</tr>
<tr>
<td>4.WP.1</td>
<td>Identify an audience and purpose for a letter, speech, pamphlet, or editorial and write text that clearly states a position, supports it with reasons, and has a clear conclusion. <em>For example, after visiting an animal shelter, students write and illustrate pamphlets to persuade families of the benefits of adopting a pet from a shelter.</em></td>
</tr>
<tr>
<td>5.WP.1</td>
<td>Present a position or point of view to an identified audience and use relevant examples or quantitative information in support of one’s claim.</td>
</tr>
<tr>
<td>6.WP.1</td>
<td>Present a position or point of view to an identified audience and use relevant facts, quantitative information, or anecdotes in support of one’s claims to persuade the reader.</td>
</tr>
<tr>
<td>7.WP.1</td>
<td>Write persuasive arguments that clearly present a position, that acknowledge other positions, and that are designed for a particular audience.</td>
</tr>
<tr>
<td>7.WP.2</td>
<td>Employ clear claims and premises to support arguments and language formality suitable to the intended audience.</td>
</tr>
<tr>
<td>8.WP.1</td>
<td>Write persuasive arguments that organize ideas into an engaging introduction (i.e., a “hook”), claims, premises, indicators, and commentary in the body of the argument, and a compelling conclusion.</td>
</tr>
<tr>
<td>8.WP.2</td>
<td>Adjust length and depth of persuasive arguments to the purpose and needs of the audience.</td>
</tr>
</tbody>
</table>
| 9.WP.1   | Write persuasive arguments to convince one’s peers to support a candidate for office or support a position on a controversial issue, using credible and relevant evidence to support one’s position, and employing varied and appropriate organizational structures to...
<table>
<thead>
<tr>
<th>9.wp.3</th>
<th>Acknowledge counterarguments equivalent to one’s arguments and provide evidence to refute them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Students demonstrate understanding of earlier standards as they apply to grade-appropriate writing, revising, editing, and</td>
</tr>
<tr>
<td>10.wp.1</td>
<td>Write persuasive arguments to convince one’s peers and adults to take action on an issue, using accurate and relevant evidence from credible sources to support one’s position.</td>
</tr>
<tr>
<td>10.wp.2</td>
<td>Acknowledge counterarguments and present counterarguments that indicate understanding of the complexity of the issue.</td>
</tr>
<tr>
<td>10.wp.3</td>
<td>Select words that create a tone and mood that demonstrate awareness of the context of the situation, including audience and purpose.</td>
</tr>
<tr>
<td>11</td>
<td>Students demonstrate understanding of earlier standards as they apply to grade-appropriate writing, revising, editing, and</td>
</tr>
<tr>
<td>11.wp.1</td>
<td>Write persuasive arguments for a general audience that take a position and recommend action on a controversial issue.</td>
</tr>
<tr>
<td>11.wp.2</td>
<td>Employ extensive evidence and make effective connections among evidence, inferences, claims, and counter-claims.</td>
</tr>
<tr>
<td>11.wp.3</td>
<td>Incorporate details in complex ways (e.g., using extended metaphors or anecdotes).</td>
</tr>
<tr>
<td>12</td>
<td>Students demonstrate understanding of earlier standards as they apply to grade-appropriate writing, revising, editing, and</td>
</tr>
<tr>
<td>12.wp.1</td>
<td>Write persuasive speeches, essays, articles, and editorials for a general audience that</td>
</tr>
<tr>
<td>•</td>
<td>make a substantive claim about a controversial issue;</td>
</tr>
<tr>
<td>•</td>
<td>link the claim to accurate, relevant, and sufficient evidence from a credible source or sources;</td>
</tr>
<tr>
<td>•</td>
<td>acknowledge competing arguments and refute them with evidence; and</td>
</tr>
<tr>
<td>•</td>
<td>use language and rhetorical devices skillfully for emphasis and effect.</td>
</tr>
</tbody>
</table>
15: Expressive Writing

When we draw on real or imagined experiences, observations, and reflections for personal writing, we want to bring them to life through engaging language. Writing about our experiences, observations, or reflections helps us to understand our lives. It can also bring great pleasure to our readers.

In elementary school, about one quarter of students’ writing will be for this purpose, gradually decreasing in middle school as analytical writing become more prominent. In high school, much less than one quarter of students’ writing assignments should call for personal writing. After developing their work, students are expected to revise and to edit their writing. For guidance, see Structure and Conventions of Modern English, which includes standards on grammar, syntax, and conventions.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Student Learning Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK</td>
<td>P.WE.1 Make drawings to tell real or imagined stories. &lt;br&gt;P.WE.2 Describe orally what they see in the classroom.</td>
</tr>
<tr>
<td>K</td>
<td>Students demonstrate understanding of earlier standards as they apply to grade-appropriate writing and: &lt;br&gt;K.WE.1 Tell a story about an experience the student has had or has imagined. &lt;br&gt;K.WE.2 Arrange ideas of a story in order. &lt;br&gt;K.WC.3 Identify words and phrases that convey meaning expressively.</td>
</tr>
<tr>
<td>1</td>
<td>Students demonstrate understanding of earlier standards as they apply to grade-appropriate writing, revising, and editing, and: &lt;br&gt;1.WE.1 Develop topics for stories and poems based on the student’s experience or imagination. &lt;br&gt;1.WE.2 Organize ideas into a beginning and ending. &lt;br&gt;1.WE.3 Write full, simple sentences with precise words that describe characters and actions.</td>
</tr>
<tr>
<td>2</td>
<td>Students demonstrate understanding of earlier standards as they apply to grade-appropriate writing, revising, and editing, and &lt;br&gt;2.WE.1 Develop topics for friendly letters, stories, and poems on familiar subjects. &lt;br&gt;2.WE.2 Begin and end imaginative stories with familiar words and phrases (e.g., Once, One time, In the end). &lt;br&gt;2.WE.3 Use conversational language in stories and poems.</td>
</tr>
<tr>
<td>3</td>
<td>Students demonstrate understanding of earlier standards as they apply to grade-appropriate writing, revising, and editing, and &lt;br&gt;3.WE.1 Develop stories, poems, and scripts with real or imagined characters and topics. &lt;br&gt;3.WE.2 Write specific descriptive details, use conversational language for dialogue, and a title that reflects the meaning of the piece of writing. &lt;br&gt;3.WE.3 Organize writing using time order. &lt;br&gt;3.WE.4 Connect ideas and events using straightforward introductory and</td>
</tr>
</tbody>
</table>
### Transition Words (e.g., Once, Then, And)

**4 Students demonstrate understanding of earlier standards as they apply to grade-appropriate writing, revising, and editing, and**

4.WE.1 Write personal narratives, letters, and poems that recall personal experiences and that have a beginning, middle, and end.

4.WE.2 Describe characters’ actions in ways that reveal their personalities and feelings.

4.WE.3 Employ vocabulary with sufficient sensory detail to give clear pictures of key events.

4.WE.4 Organize writing using meaningful paragraphing and connecting ideas and events using relatively simple transition words, such as first, before, and, but.

**5 Students demonstrate understanding of earlier standards as they apply to grade-appropriate writing, revising, and editing, and**

5.WE.1 Write stories, poems, and scripts with real or imagined characters whose actions, words, and appearances are distinctive.

5.WE.2 Describe a significant moment through the use of precise and expressive vocabulary and figurative language for effect (e.g., strong verbs and specific details) as needed.

5.WE.3 Connect ideas and events using transitions such as when, then, however.

**6 Students demonstrate understanding of earlier standards as they apply to grade-appropriate writing, revising, and editing, and**

6.WE.1 Write stories or scripts that contain the basic elements of fiction (sustained characters, setting, dialogue, conflict, plot, resolution).

6.WE.2 Organize narrative writing using logical arrangement of ideas, such as chronological sequence with flashbacks, and/or foreshadowing.

6.WE.3 Use vocabulary that gives vivid pictures of key settings, characters, and events.

**7 Students demonstrate understanding of earlier standards as they apply to grade-appropriate writing, revising, and editing, and**

7.WE.1 Develop characters, settings, and plots for stories, scripts, and poems that are somewhat removed from student’s immediate experience (e.g., write from the point of view of a character from the past).

7.WE.2 Employ sufficient sensory detail and figurative language or poetic techniques selectively to convey settings, characters, and events.

**8 Students demonstrate understanding of earlier standards as they apply to grade-appropriate writing, revising, and editing, and**

8.WE.1 Develop topics for stories, scripts, and poems that provide insight into relationships among characters, settings, and events.

8.WE.2 Maintain focus on theme and consistency of character/voice throughout a narrative or expressive piece, selecting vocabulary to convey meaning and using figurative language for effect.

**9 Students demonstrate understanding of earlier standards as they apply to grade-appropriate writing, revising, and editing, and**

9.WE.1 Develop topics in stories, scripts, and poems that present a theme and organize writing using varied approaches (e.g., first-person, third-person...
limited, third person omniscient narrator) and techniques (e.g., transitions and logical connections).

| 10 | Students demonstrate understanding of earlier standards as they apply to grade-appropriate writing, revising, and editing, and 10.WE.1 Write well-organized reflections, stories, scripts, and poems that use varied techniques (e.g., irony, satire, or parody, stretching or compressing time, changes in point of view, tone and mood) to effectively convey themes and sharpen coherence. |
| 11 | Students demonstrate understanding of earlier standards as they apply to grade-appropriate writing, revising, and editing, and 11.WE.1 Write well-organized reflections, stories, scripts, and poems that address abstract concepts, have compelling detail, precise language, and cohesion. |
| 12 | Students demonstrate understanding of earlier standards as they apply to grade-appropriate writing, revising, and editing, and 12.WE.1 Apply knowledge of theme, expressive detail, varied syntax, and expressive and precise language to writing a well-organized reflective personal essay on the meaning of life for a college application. |
Appendix A: Suggested Authors, Illustrators, and Works Reflecting Our Common Literary and Cultural Heritage

NOTE: These lists have not been reviewed or changed from the 2001 edition.
All American students should acquire knowledge of a range of literary works reflecting a common literary heritage that goes back thousands of years to the ancient world. In addition, all students should become familiar with some of the outstanding works in the rich body of literature that is their particular heritage in the English-speaking world. This includes the first literature in the world created just for children—its authors viewing childhood as a special period in life. The suggestions in Appendix A constitute a core list of those authors, illustrators, or works that comprise the literary and intellectual capital drawn on by those who write in English, whether for novels, poems, nonfiction, newspapers, or public speeches, in this country or elsewhere. Knowledge of these authors, illustrators, and works in their original, adapted, or revised editions will contribute significantly to a student’s ability to understand literary allusions and participate effectively in our common civic culture. Many more suggested contemporary authors, illustrators, and works from around the world are included in Appendix B. This list includes the many excellent writers and illustrators of children’s books of recent years.6

In planning a curriculum, it is important to balance depth with breadth. As teachers in schools and districts work with this curriculum framework to develop literature units, they will often combine works from the two lists into thematic units. Exemplary curriculum is always evolving—we urge districts to take initiative to create programs meeting the needs of their students.

The lists of suggested authors and works in Appendices A and B are organized by the grade spans of PreK–2, 3–4, 5–8, and 9–12. Certain key works or authors are repeated in adjoining grade spans, giving teachers the option to match individual students with the books that suit their interests and developmental levels. The decision to present a Grades 9–12 list (as opposed to Grades 9–10 and 11–12) stems from the recognition that teachers should be free to choose selections that challenge, but do not overwhelm, their students.
Grades PreK–2:

For reading, listening, and viewing:
Mother Goose nursery rhymes
Aesop’s fables
Rudyard Kipling’s Just So Stories
Selected Grimm and Hans Christian Andersen fairy tales
Selected French fairy tales

The Bible as literature:
Tales including Jonah and the whale, Daniel and the lion’s den, Noah and the Ark, Moses and the burning bush, the story of Ruth, David and Goliath

Picture book authors and illustrators:
Edward Ardizzone
Ludwig Bemelmans
Margaret Wise Brown
John Burningham
Virginia Lee Burton
Randolph Caldecott
Edgar Parin and Ingri D’Aulaire
Wanda Gág
Theodore Geisel (Dr. Seuss)
Kate Greenaway
Shirley Hughes
Crockett Johnson
Ruth Kraus
Robert Lawson
Munro Leaf
Robert McCloskey
A. A. Milne
William Pène du Bois
Beatrix Potter
Alice and Martin Provensen
H. A. and Margaret Rey
Maurice Sendak
Vera Williams

Poets:
John Ciardi
Rachel Field
David McCord
A. A. Milne
Laura Richards
Selections for Grades PreK–8 have been reviewed by the editors of *The Horn Book.*
Grades 3–4:

In addition to the PreK-2 list, for reading, listening, and viewing:

Traditional literature:
- Greek, Roman, or Norse myths
- Myths and legends of indigenous peoples of North America
- American folktales and legends
- Stories about King Arthur and Robin Hood

The Bible as literature:
- Tales listed above and: Adam and Eve, Cain and Abel, David and Jonathan, the Prodigal Son, the visit of the Magi, well-known psalms (e.g., 23, 24, 46, 92, 121, and 150)

American authors and illustrators:
- L. Frank Baum
- Beverly Cleary
- Elizabeth Coatsworth
- Mary Mapes Dodge
- Elizabeth Enright
- Eleanor Estes
- Jean George
- Sterling North
- Howard Pyle
- Carl Sandburg
- George Selden
- Louis Slobodkin
- E. B. White
- Laura Ingalls Wilder

British authors:
- Frances Burnett
- Lewis Carroll
- Kenneth Grahame
- Dick King-Smith
- Edith Nesbit
- Mary Norton
- Margery Sharp
- Robert Louis Stevenson
- P. L. Travers

Poets:
- Stephen Vincent and Rosemarie Carr Benét
- Lewis Carroll
John Ciardi
Rachel Field
Robert Frost
Langston Hughes
Edward Lear
Myra Cohn Livingston
David McCord
A.A. Milne
Laura Richards

Selections for Grades PreK–8 have been reviewed by the editors of The Horn Book.
Grades 5–8:

In addition to the PreK–4 Selections:

Traditional literature:
  Grimm’s fairy tales
  French fairy tales
  Tales by Hans Christian Andersen and Rudyard Kipling
  Aesop’s fables
  Greek, Roman, or Norse myths
  Myths and legends of indigenous peoples of North America
  American folktales, myths, and legends
  Asian and African folktales and legends
  Stories about King Arthur, Robin Hood, Beowulf and Grendel, St. George and the Dragon

The Bible as literature:
  Old Testament: Genesis, Ten Commandments, Psalms and Proverbs
  New Testament: Sermon on the Mount, Parables

American authors or illustrators:
  Louisa May Alcott
  Lloyd Alexander
  Natalie Babbitt
  L. Frank Baum
  Nathaniel Benchley
  Carol Ryrie Brink
  Elizabeth Coatsworth
  Esther Forbes
  Paula Fox
  Jean George
  Virginia Hamilton
  Bret Harte
  Washington Irving
  Jack London
  L. M. Montgomery (Canadian)
  Sterling North
  Scott O’Dell
  Edgar Allan Poe
  Howard Pyle
  Ellen Raskin
  Marjorie Kinnan Rawlings
  Elizabeth Speare
  Booth Tarkington
  James Thurber
Mark Twain  
E. B. White  
Laura Ingalls Wilder  
N. C. Wyeth

**British and European authors or illustrators:**

James Barrie  
Lucy Boston  
Frances Burnett  
Lewis Carroll  
Carlo Collodi  
Daniel Defoe  
Charles Dickens  
Arthur Conan Doyle  
Leon Garfield  
Kenneth Grahame  
C. S. Lewis  
George MacDonald  
Edith Nesbit  
Mary Norton  
Philippa Pearce  
Arthur Rackham  
Anna Sewell  
William Shakespeare  
Johanna Spyri  
Robert Louis Stevenson  
Jonathan Swift  
J. R. R. Tolkien  
T. H. White

**Poets:**

Stephen Vincent and Rosemarie Carr Benét  
Lewis Carroll  
John Ciardi  
Rachel Field  
Robert Frost  
Langston Hughes  
Edward Lear  
Henry Wadsworth Longfellow  
David McCord  
Ogden Nash

Selections for Grades PreK–8 have been reviewed by the editors of *The Horn Book.*
Grades 9–12:

In addition to the 5–8 Selections:

Traditional and Classical literature:
- A higher level rereading of Greek mythology
- Substantial selections from epic poetry: Homer’s *Odyssey* and *Iliad*; Virgil’s *Aeneid*
- Classical Greek drama (Aeschylus, Sophocles, Euripides)

The Bible as literature:
- *Genesis*, Ten Commandments, selected psalms and proverbs, *Job*, Sermon on the Mount, selected parables

American Literature
- Historical documents of literary and philosophical significance:
  - Abraham Lincoln’s Gettysburg address
  - The Declaration of Independence
  - Martin Luther King Jr.’s “Letter from Birmingham City Jail” or his “I Have a Dream” speech
  - John F. Kennedy’s inaugural speech
  - William Faulkner’s Nobel Prize Lecture

Important writers of the 18th and 19th centuries:
- James Fenimore Cooper
- Stephen Crane
- Emily Dickinson
- Frederick Douglass
- Ralph Waldo Emerson
- Benjamin Franklin
- Nathaniel Hawthorne
- Henry James
- Thomas Jefferson
- Herman Melville
- Edgar Allan Poe
- Henry David Thoreau
- Mark Twain
- Phillis Wheatley
- Walt Whitman

Important writers of the first half of the 20th century:
- Henry Adams
- James Baldwin
- Arna Bontemps
- Willa Cather
- Kate Chopin
Countee Cullen
Ralph Ellison
William Faulkner
Jessie Fauset
F. Scott Fitzgerald
Charlotte Gilman
Ernest Hemingway
O. Henry
Langston Hughes
Zora Neale Hurston
Sarah Orne Jewett
James Weldon Johnson
Flannery O’Connor
Gertrude Stein
John Steinbeck
James Thurber
Jean Toomer
Booker T. Washington
Edith Wharton
Richard Wright
Grades 9–12:

In addition to the PreK–8 Selections:

**PLAYWRIGHTS:**
Lorraine Hansberry
Lillian Hellman
Arthur Miller
Eugene O’Neill
Thornton Wilder
Tennessee Williams
August Wilson

**POETS:**
Elizabeth Bishop
e e cummings
Robert Frost
T. S. Eliot
Robinson Jeffers
Amy Lowell
Robert Lowell
Edgar Lee Masters
Edna St. Vincent Millay
Marianne Moore
Sylvia Plath
Ezra Pound
John Crowe Ransom
Edward Arlington Robinson
Theodore Roethke
Wallace Stevens
Alan Tate
Sara Teasdale
William Carlos Williams

**IMMIGRANT EXPERIENCE:**
Works about the European, South and East Asian, Caribbean, Central American, and South American immigrant experience (Ole Rolvaag, Younghill Kang, Abraham Cahan), the experiences of Native Americans, and slave narratives (Harriet Jacobs).

**British and European Literature**

**POETRY:**
Selections from Chaucer’s *Canterbury Tales*
Epic poetry: Dante and John Milton
Metaphysical poetry: John Donne, George Herbert, Andrew Marvell
Victorian poetry: Matthew Arnold, Elizabeth Barrett Browning, Robert Browning, Dante Gabriel Rossetti, Alfred Lord Tennyson
Twentieth Century: W. H. Auden, A. E. Houseman, Dylan Thomas, William Butler Yeats

**DRAMA:**
William Shakespeare
Anton Chekhov, Henrik Ibsen, George Bernard Shaw, Oscar Wilde

**ESSAYS:**
British essays:
Joseph Addison
Sir Francis Bacon
Samuel Johnson in “The Rambler”
Charles Lamb
George Orwell
Leonard Woolf

Enlightenment Essays:
Voltaire
Diderot and other Encyclopédistes
Jean Jacques Rousseau

**FICTION:**
Selections from an early novel:
Miguel de Cervantes’ *Don Quixote* Henry Fielding’s *Joseph Andrews*
Oliver Goldsmith’s *The Vicar of Wakefield*

Selections from John Bunyan’s allegory, *Pilgrim’s Progress*

Satire, or mock epic, verse or prose: Lord Byron, Alexander Pope, Jonathan Swift

19th century novels:
Jane Austen
Emily Brontë
Joseph Conrad
Charles Dickens
Fyodor Dostoyevsky
George Eliot
Thomas Hardy
Victor Hugo
Mary Shelley
Leo Tolstoy
20th century novels:
Albert Camus
André Gide
James Joyce
Franz Kafka
D. H. Lawrence
Jean Paul Sartre
Virginia Woolf
Appendix B: Suggested Authors and Illustrators of Contemporary American Literature and World Literature

NOTE: These lists have not been reviewed or changed from the 2001 edition.

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

As they choose works for class reading or suggest books for independent reading, teachers should ensure that their students are both engaged and appropriately challenged by their selections. The lists following are organized by grade clusters PreK–2, 3–4, 5–8, and 9–12, but these divisions are far from rigid, particularly for the elementary and middle grades. Many contemporary authors write stories, poetry, and non-fiction for very young children, for those in the middle grades, and for adults as well. As children become independent readers, they often are eager and ready to read authors that may be listed at a higher level. As suggested earlier in the Reading and Literature Strand of this framework, teachers and librarians need to be good matchmakers, capable of getting the right books into a child’s hands at the right time.

The lists below are provided as a starting point; they are necessarily incomplete, because excellent new writers appear every year. As all English teachers know, some authors have written many works, not all of which are of equally high quality. We expect teachers to use their literary judgment in selecting any particular work. It is hoped that teachers will find here many authors with whose works they are already familiar, and will be introduced to yet others. A comprehensive literature curriculum balances these authors and illustrators with those found in Appendix A.
**Grades PreK–8 Contemporary Literature of the United States:**

(Note: The lists for PreK–8 include writers and illustrators from other countries whose works are available in the United States.)

**Grades PreK–2:**
Aliki (informational: science and history)
Mitsumasa Anno (multi-genre)
Edward Ardizzone (multi-genre)
Molly Bang (multi-genre)
Paulette Bourgeois (multi-genre)
Jan Brett (fiction: animals)
Norman Bridwell (fiction: Clifford)
Raymond Briggs (fiction)
Marc Brown (fiction: Arthur)
Marcia Brown (multi-genre)
Margaret Wise Brown (multi-genre)
Eve Bunting (multi-genre)
Ashley Bryan (folktales, poetry: Africa)
Eric Carle (fiction)
Lucille Clifton (poetry)
Joanna Cole (informational)
Barbara Cooney (multi-genre)
Joy Cowley (multi-genre)
Donald Crews (multi-genre)
Tomie dePaola (multi-genre)
Leo and Diane Dillon (illus: multi-genre)
Tom Feelings (illus: multi-genre)
Mem Fox (fiction)
Don Freeman (fiction: Corduroy)
Gail Gibbons (informational: science and history)
Eloise Greenfield (multi-genre)
Helen Griffith (fiction)
Donald Hall (multi-genre)
Russell and Lillian Hoban (fiction: Frances)
Tana Hoban (informational)
Thacher Hurd (fiction)
Gloria Huston (fictionalized information)
Trina Schart Hyman (illus: multi-genre)
Ezra Jack Keats (fiction)
Steven Kellogg (fiction)
Reeve Lindberg (multi-genre)
Leo Lionni (fiction: animal)
Arnold Lobel (fiction: animal)
Gerald McDermott (folktales)
Patricia McKissack (informational)
James Marshall (fiction: Fox)
Bill Martin (fiction)
Mercer Mayer (fiction: Little Critter)
David McPhail (fiction: Bear)
Else Holmelund Minarik (fiction: Little Bear)
Robert Munsch (fiction)
Jerry Pinkney (informational: Africa)
Patricia Polacco (fiction: multi-ethnic)
Jack Prelutsky (poetry)
Faith Ringgold (fiction)
Glen Rounds (fiction: west)
Cynthia Rylant (poetry, fiction)
Allen Say (multi-genre)
Marcia Sewall (fiction, informational: colonial America)
Marjorie Sharmat (fiction: Nate, Duz)
Peter Spier (informational: history)
William Steig (fiction)
John Steptoe (fiction)
Tomi Ungerer (fiction)
Chris Van Allsburg (fiction)
Jean van Leeuwen (fiction: Amanda Pig, others)
Judith Viorst (fiction: Alexander, others)
Rosemary Wells (fiction: Max, others)
Vera Williams (fiction: realistic)
Ed Young (folktales)
Margot and Harve Zemach (fiction, folktales)
Charlotte Zolotow (fiction)

Selections for Grades PreK–8 have been reviewed by the editors of The Horn Book.
Grades 3–4:
In addition to the PreK–2 Selections:

Joan Aiken (fiction: adventure/fantasy)
Lynne Reid Banks (fiction: adventure/fantasy)
Raymond Bial (informational; photo-essays)
Judy Blume (fiction: realistic)
Eve Bunting (multi-genre)
Joseph Bruchac (fiction: historical)
Ashley Bryan (folktales; poetry)
Betsy Byars (fiction: realistic)
Ann Cameron (folktales)
Andrew Clements (fiction: realistic)
Shirley Climo (folktales)
Eleanor Coerr (fiction: historical)
Paula Danziger (fiction: realistic)
Walter Farley (fiction: horses)
John Fitzgerald (fiction: Great Brain)
Louise Fitzhugh (fiction: realistic)
Paul Fleischman (fiction: realistic)
Sid Fleischman (fiction: humorous)
Mem Fox (fiction)
Jean Fritz (fiction: historical; nonfiction: autobiography)
John Reynolds Gardiner (fiction: realistic)
James Giblin (nonfiction: biography, history)
Patricia Reilly Giff (fiction: realistic, historical)
Jamie Gilson (fiction: realistic)
Paul Goble (folktales)
Marguerite Henry (fiction: horse stories)
Johanna Hurwitz (multi-genre)
Peg Kehret (multi-genre)
Jane Langton (fiction: mystery)
Kathryn Lasky (multi-genre)
Jacob Lawrence (illus.)
Patricia Lauber (informational: science, social studies)
Julius Lester (multi-genre)
Gail Levine (fiction: fantasy, realistic)
David Macaulay (informational: social studies and science)
Patricia MacLachlan (fiction: historical)
Mary Mahy (fiction)
Barry Moser (illus.)
Patricia Polacco (fiction: multi-ethnic)
Daniel Pinkwater (fiction: humorous)
Jack Prelutsky (poetry)
Louis Sachar (fiction: humorous)
Alvin Schwartz *(short stories: suspense)*  
John Scieszka *(fiction: humorous, adventure)*  
Shel Silverstein *(poetry)*  
Seymour Simon *(informational: science)*  
Mildred Taylor *(fiction: historical)*  
Ann Warren Turner *(fiction: historical)*  
Mildred Pitts Walter *(multi-genre)*

Selections for Grades PreK–8 have been reviewed by the editors of *The Horn Book.*
Grades 5–8:

In addition to the PreK–4 Selections:

Isaac Asimov (science fiction)
Avi (multi-genre)
James Berry (fiction)
Nancy Bond (fiction: fantasy)
Ray Bradbury (science fiction)
Bruce Brooks (fiction)
Joseph Bruchac (fiction: historical)
Alice Childress (fiction: realistic)
Vera and Bill Cleaver (fiction)
James and Christopher Collier (fiction: historical)
Caroline Coman (fiction: realistic)
Susan Cooper (fiction: fantasy)
Robert Cormier (fiction)
Bruce Coville (fiction: fantasy)
Sharon Creech (fiction: realistic)
Chris Crutcher (fiction)
Christopher Paul Curtis (fiction: historical)
Karen Cushman (fiction: historical)
Michael Dorris (fiction)
Paul Fleischman (poetry, fiction)
Russell Freedman (biography)
Jack Gantos (fiction: humorous)
Sheila Gordon (fiction: Africa)
Bette Greene (fiction)
Rosa Guy (fiction: realistic)
Mary Downing Hahn (fiction)
Joyce Hansen (fiction)
James Herriot (informational: animals)
Karen Hesse (fiction: historical, fanciful)
S. E. Hinton (fiction: realistic)
Felice Holman (fiction: historical, realistic)
Irene Hunt (fiction: historical, realistic)
Paul Janeczko (poetry)
Angela Johnson (fiction)
Diana Wynne Jones (fiction: fantasy)
Norton Juster (fiction: fantasy)
M. E. Kerr (fiction: realistic)
E. L. Konigsburg (fiction: realistic)
Kathryn Lasky (multi-genre)
Madeleine L’Engle (fiction: fantasy)
Ursula LeGuin (fiction: fantasy)
Robert Lipsyte (fiction: realistic)
Lois Lowry (fiction)
Anne McCaffrey (fiction: fantasy)
Robin McKinley (fiction: fantasy)
Patricia McKissack (informational: history)
Margaret Mahy (fiction: realistic)
Albert Marrin (biography)
Milton Meltzer (informational: history, biography)
Jim Murphy (informational: history)
Phyllis Reynolds Naylor (fiction: realistic)
Naomi Nye (poetry; fiction)
Richard Peck (fiction: historical, realistic)
Daniel Pinkwater (fiction: humorous)
Philip Pullman (fiction: fantasy)
Ellen Raskin (fiction: mystery)
J. K. Rowling (fiction: fantasy)
Cynthia Rylant (short stories; poetry)
Louis Sachar (fiction: humorous, realistic)
Isaac Bashevis Singer (fiction: historical)
Gary Soto (fiction)
Mildred Taylor (historical fiction)
Theodore Taylor (fiction: historical)
Yoshiko Uchida (fiction: historical; nonfiction)
Cynthia Voigt (fiction: realistic, fantasy)
Yoko Kawashima Watkins (fiction: historical)
Janet Wong (poetry)
Laurence Yep (fiction)
Jane Yolen (fiction: fantasy)
Paul Zindel (fiction: realistic)

Teachers are also encouraged to select books from the following awards lists, past or present:
  The Newbery Medal
  The Caldecott Medal
  ALA Notable Books
  The Boston Globe-Horn Book Awards

Selections for Grades PreK–8 have been reviewed by the editors of The Horn Book.
**Grades 9–12 Contemporary American Literature:**

**Fiction:**
- James Agee
- Maya Angelou
- Saul Bellow
- Pearl Buck
- Raymond Carver
- John Cheever
- Sandra Cisneros
- Arthur C. Clarke
- E. L. Doctorow
- Louise Erdrich
- Nicholas Gage
- Ernest K. Gaines
- Alex Haley
- Joseph Heller
- William Hoffman
- John Irving
- William Kennedy
- Ken Kesey
- Jamaica Kincaid
- Maxine Hong Kingston
- Jon Krakauer
- Harper Lee
- Bernard Malamud
- Carson McCullers
- Toni Morrison
- Joyce Carol Oates
- Tim O’Brien
- Edwin O’Connor
- Cynthia Ozick
- Chaim Potok
- Reynolds Price
- Annie Proulx
- Ayn Rand
- Richard Rodrigues
- Leo Rosten
- Saki
- J. D. Salinger
- William Saroyan
- May Sarton
- Jane Smiley
- Betty Smith
- Wallace Stegner
- Amy Tan
Anne Tyler
John Updike
Kurt Vonnegut, Jr.
Alice Walker
Robert Penn Warren
Eudora Welty
Thomas Wolfe
Tobias Wolff
Anzia Yezierska

POETRY:
Claribel Alegria
Julia Alvarez
A. R. Ammons
Maya Angelou
John Ashbery
Jimmy Santiago Baca
Amirai Baraka (LeRoi Jones)
Elizabeth Bishop
Robert Bly
Louise Bogan
Arna Bontemps
Gwendolyn Brooks
Sterling Brown
Hayden Carruth
J. V. Cunningham
Rita Dove
Alan Dugan
Richard Eberhart
Martin Espada
Allen Ginsberg
Louise Gluck
John Haines
Donald Hall
Robert Hayden
Anthony Hecht
Randall Jarrell
June Jordan
Galway Kinnell
Stanley Kunitz
Philip Levine
Audrey Lord
Amy Lowell
Robert Lowell
Louis MacNeice
James Merrill
Mary Tall Mountain
Sylvia Plath
Anna Quindlen
Ishmael Reed
Adrienne Rich
Theodore Roethke
Anne Sexton
Karl Shapiro
Gary Snyder
William Stafford
Mark Strand
May Swenson
Margaret Walker
Richard Wilbur
Charles Wright
Elinor Wylie

ESSAY / NONFICTION (CONTEMPORARY AND HISTORICAL):
Edward Abbey
Susan B. Anthony
Russell Baker
Ambrose Bierce
Carol Bly
Dee Brown
Art Buchwald
William F. Buckley
Rachel Carson
Margaret Cheney
Marilyn Chin
Stanley Crouch
Joan Didion
Annie Dillard
W. E. B. Du Bois
Gretel Ehrlich
Loren Eiseley
Henry Louis Gates, Jr.
Doris Goodwin
Stephen Jay Gould
John Gunther
John Hersey
Edward Hoagland
Helen Keller
William Least Heat Moon
Barry Lopez
J. Anthony Lukas
Mary McCarthy
Edward McClanahan
David McCullough
John McPhee
William Manchester
H. L. Mencken
N. Scott Momaday
Samuel Eliot Morison
Lance Morrow
Bill Moyers
John Muir
Anna Quindlen
Chet Raymo
Richard Rodriguez
Eleanor Roosevelt
Franklin D. Roosevelt
Theodore Roosevelt
Carl Sagan
William Shirer
Shelby Steele
Lewis Thomas
Cornell West
Walter Muir Whitehill
Malcolm X

**Drama:**
Edward Albee
Robert Bolt
Jerome Lawrence and Robert E. Lee
Archibald MacLeish
Terrence Rattigan
Ntozake Shange
Neil Simon
Orson Welles

**Grades 9–12 Historical and Contemporary World Literature:**

**Fiction:**
Chinua Achebe
S. Y. Agnon
Ilse Aichinger
Isabel Allende
Jerzy Andrzejewski
Margaret Atwood
Isaac Babel
James Berry
Heinrich Boll
Jorge Luis Borges
Mikhail Bulgakov
Dino Buzzati
S. Byatt
Italo Calvino
Karl Capek
Carlo Cassola
Camillo Jose Cela
Julio Cortazar
Isak Dinesen
E. M. Forster
Gabriel Garcia Marquez
Nikolai Gogol
William Golding
Robert Graves
Hermann Hesse
Wolfgang Hildesheimer
Aldous Huxley
Kazuo Ishiguro
Yuri Kazakov
Milan Kundera
Stanislaw Lem
Primo Levi
Jacov Lind
Clarice Lispector
Naguib Mahfouz
Thomas Mann
Alberto Moravia
Mordechi Richler
Alice Munro
Vladimir Nabokov
V. S. Naipaul
Alan Paton
Cesar Pavese
Santha Rama Rau
Rainer Maria Rilke
Ignazio Silone
Isaac Bashevis Singer
Alexander Solzhenitsyn
Niccolo Tucci
Mario Vargas-Llosa
Elie Wiesel
Emile Zola
POETRY:
Bella Akhmadulina
Anna Akhmatova
Rafael Alberti
Josif Brodsky
Constantine Cavafis
Odysseus Elytis
Federico García Lorca
Seamus Heaney
Ted Hughes
Philip Larkin
Czeslaw Milosz
Gabriela Mistral
Pablo Neruda
Octavio Paz
Jacques Prévert
Alexander Pushkin
Salvatore Quasimodo
Juan Ramon Ramirez
Arthur Rimbaud
Pierre de Ronsard
George Seferis
Léopold Sé达尔 Senghor
Wole Soyinka
Marina Tsvetaeva
Paul Verlaine
Andrei Voznesensky
Derek Walcott
Yevgeny Yevtushenko

ESSAY/NONFICTION:
Winston Churchill
Mahatma Gandhi
Steven Hawking
Arthur Koestler
Margaret Laurence
Michel de Montaigne
Shiva Naipaul
Octavio Paz
Jean Jacques Rousseau
Alexis de Tocqueville
Voltaire
Rebecca West
Marguerite Yourcenar
**Drama:**
Jean Anouilh
Fernando Arrabal
Samuel Beckett
Bertolt Brecht
Albert Camus
Jean Cocteau
Athol Fugard
Jean Giraudoux
Eugene Ionesco
Molière
John Mortimer
Sean O’Casey
John Osborne
Harold Pinter
Luigi Pirandello
Jean-Paul Sartre
John Millington Synge

**Religious Literature:**
Analects of Confucius
Bhagavad-Gita
The Koran
Tao Te Ching
Book of the Hopi
Zen parables
Buddhist scripture