

ELA Standards

Kindergarten

- **Key Ideas and Details:**
 - [CCSS.ELA-Literacy.RL.K.1](#)
With prompting and support, ask and answer questions about key details in a text.
 - [CCSS.ELA-Literacy.RL.K.2](#)
With prompting and support, retell familiar stories, including key details.
 - [CCSS.ELA-Literacy.RL.K.3](#)
With prompting and support, identify characters, settings, and major events in a story.

- **Craft and Structure:**
 - [CCSS.ELA-Literacy.RL.K.4](#)
Ask and answer questions about unknown words in a text.
 - [CCSS.ELA-Literacy.RL.K.5](#)
Recognize common types of texts (e.g., storybooks, poems).
 - [CCSS.ELA-Literacy.RL.K.6](#)
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

- **Integration of Knowledge and Ideas:**
 - [CCSS.ELA-Literacy.RL.K.7](#)
With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
 - [CCSS.ELA-Literacy.RL.K.9](#)
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

- **Range of Reading and Level of Text Complexity:**
 - [CCSS.ELA-Literacy.RL.K.10](#)
Actively engage in group reading activities with purpose and understanding.

Grade 1

- **Key Ideas and Details:**
 - [CCSS.ELA-Literacy.RL.1.1](#)
Ask and answer questions about key details in a text.
 - [CCSS.ELA-Literacy.RL.1.2](#)
Retell stories, including key details, and demonstrate understanding of their central message or lesson.
 - [CCSS.ELA-Literacy.RL.1.3](#)
Describe characters, settings, and major events in a story, using key details.

- **Craft and Structure:**
 - [CCSS.ELA-Literacy.RL.1.4](#)
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 - [CCSS.ELA-Literacy.RL.1.5](#)
Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
 - [CCSS.ELA-Literacy.RL.1.6](#)
Identify who is telling the story at various points in a text.

- **Integration of Knowledge and Ideas:**
 - [CCSS.ELA-Literacy.RL.1.7](#)
Use illustrations and details in a story to describe its characters, setting, or events.
 - [CCSS.ELA-Literacy.RL.1.9](#)
Compare and contrast the adventures and experiences of characters in stories.

- **Range of Reading and Level of Text Complexity:**
 - [CCSS.ELA-Literacy.RL.1.10](#)
With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Grade 2

- **Key Ideas and Details:**
 - [CCSS.ELA-Literacy.RL.2.1](#)
Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
 - [CCSS.ELA-Literacy.RL.2.2](#)
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
 - [CCSS.ELA-Literacy.RL.2.3](#)
Describe how characters in a story respond to major events and challenges.

- **Craft and Structure:**
 - [CCSS.ELA-Literacy.RL.2.4](#)
Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
 - [CCSS.ELA-Literacy.RL.2.5](#)
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

- [CCSS.ELA-Literacy.RL.2.6](#)
Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **Integration of Knowledge and Ideas:**
 - [CCSS.ELA-Literacy.RL.2.7](#)
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **Range of Reading and Level of Text Complexity:**
 - [CCSS.ELA-Literacy.RL.2.10](#)
By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade 3

- **Key Ideas and Details:**
 - [CCSS.ELA-Literacy.RL.3.1](#)
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 - [CCSS.ELA-Literacy.RL.3.2](#)
Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
 - [CCSS.ELA-Literacy.RL.3.3](#)
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- **Craft and Structure:**
 - [CCSS.ELA-Literacy.RL.3.4](#)
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
 - [CCSS.ELA-Literacy.RL.3.5](#)
Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
 - [CCSS.ELA-Literacy.RL.3.6](#)
Distinguish their own point of view from that of the narrator or those of the characters.

- **Integration of Knowledge and Ideas:**
 - [CCSS.ELA-Literacy.RL.3.7](#)
Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
 - [CCSS.ELA-Literacy.RL.3.9](#)
Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)
- **Range of Reading and Level of Text Complexity:**
 - [CCSS.ELA-Literacy.RL.3.10](#)
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Grade 4

- **Key Ideas and Details:**
 - [CCSS.ELA-Literacy.RL.4.1](#)
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
 - [CCSS.ELA-Literacy.RL.4.2](#)
Determine a theme of a story, drama, or poem from details in the text; summarize the text.
 - [CCSS.ELA-Literacy.RL.4.3](#)
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- **Craft and Structure:**
 - [CCSS.ELA-Literacy.RL.4.5](#)
Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
 - [CCSS.ELA-Literacy.RL.4.6](#)
Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **Integration of Knowledge and Ideas:**
 - [CCSS.ELA-Literacy.RL.4.7](#)
Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
 - [CCSS.ELA-Literacy.RL.4.9](#)
Compare and contrast the treatment of similar themes and topics (e.g., opposition of

good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

- **Range of Reading and Level of Text Complexity:**
 - [CCSS.ELA-Literacy.RL.4.10](#)
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade 5

- **Key Ideas and Details:**
 - [CCSS.ELA-Literacy.RL.5.1](#)
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
 - [CCSS.ELA-Literacy.RL.5.2](#)
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
 - [CCSS.ELA-Literacy.RL.5.3](#)
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- **Craft and Structure:**
 - [CCSS.ELA-Literacy.RL.5.4](#)
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
 - [CCSS.ELA-Literacy.RL.5.5](#)
Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
 - [CCSS.ELA-Literacy.RL.5.6](#)
Describe how a narrator's or speaker's point of view influences how events are described.
- **Integration of Knowledge and Ideas:**
 - [CCSS.ELA-Literacy.RL.5.7](#)
Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
 - [CCSS.ELA-Literacy.RL.5.9](#)
Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

- **Range of Reading and Level of Text Complexity:**
 - [CCSS.ELA-Literacy.RL.5.10](#)
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading: Literature (grade 6)

- **Key Ideas and Details:**
 - [CCSS.ELA-Literacy.RH.6-8.1](#)
Cite specific textual evidence to support analysis of primary and secondary sources.
 - [CCSS.ELA-Literacy.RH.6-8.2](#)
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
 - [CCSS.ELA-Literacy.RL.6.3](#)
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **Craft and Structure:**
 - [CCSS.ELA-Literacy.RH.6-8.4](#)
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - [CCSS.ELA-Literacy.RH.6-8.5](#)
Describe how a text presents information (e.g., sequentially, comparatively, causally)
 - [CCSS.ELA-Literacy.RL.6.6](#)
Explain how an author develops the point of view of the narrator or speaker in a text.

Reading: Literature (grade 7)

- **Key Ideas and Details:**
 - [CCSS.ELA-Literacy.RL.7.1](#)
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - [CCSS.ELA-Literacy.RL.7.2](#)
Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
 - [CCSS.ELA-Literacy.RL.7.3](#)
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- **Craft and Structure:**
 - [CCSS.ELA-Literacy.RL.7.4](#)
Determine the meaning of words and phrases as they are used in a text, including

- figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- [CCSS.ELA-Literacy.RL.7.5](#)
Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
 - [CCSS.ELA-Literacy.RL.7.6](#)
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **Integration of Knowledge and Ideas:**
 - [CCSS.ELA-Literacy.RL.7.7](#)
Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
 - [CCSS.ELA-Literacy.RL.7.9](#)
Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Reading: Literature (grade 8)

- **Key Ideas and Details:**
 - [CCSS.ELA-Literacy.RL.8.1](#)
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
 - [CCSS.ELA-Literacy.RL.8.2](#)
Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
 - [CCSS.ELA-Literacy.RL.8.3](#)
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **Craft and Structure:**
 - [CCSS.ELA-Literacy.RL.8.4](#)
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
 - [CCSS.ELA-Literacy.RL.8.5](#)
Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

- [CCSS.ELA-Literacy.RL.8.6](#)
Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- **Integration of Knowledge and Ideas:**
 - [CCSS.ELA-Literacy.RL.8.7](#)
Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
 - [CCSS.ELA-Literacy.RL.8.9](#)
Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Reading: Literature (grades 9-10)

- **Key Ideas and Details:**
 - [CCSS.ELA-Literacy.RH.9-10.1](#)
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
 - [CCSS.ELA-Literacy.RH.9-10.2](#)
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
 - [CCSS.ELA-Literacy.RH.9-10.3](#)
Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- **Craft and Structure:**
 - [CCSS.ELA-Literacy.RH.9-10.4](#)
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
 - [CCSS.ELA-Literacy.RH.9-10.5](#)
Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- **Integration of Knowledge and Ideas:**
 - [CCSS.ELA-Literacy.RL.9-10.9](#)
Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading: Literature (grades 11-12)

- **Key Ideas and Details:**
 - [CCSS.ELA-Literacy.RH.11-12.1](#)
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
 - [CCSS.ELA-Literacy.RH.11-12.2](#)
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
 - [CCSS.ELA-Literacy.RH.11-12.3](#)
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

- **Craft and Structure:**
 - [CCSS.ELA-Literacy.RH.11-12.4](#)
Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
 - [CCSS.ELA-Literacy.RH.11-12.5](#)
Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
 - [CCSS.ELA-Literacy.RH.11-12.6](#)
Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

- **Integration of Knowledge and Ideas:**
 - [CCSS.ELA-Literacy.RL.11-12.7](#)
Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Speaking and Listening (grades 6-7)

- **Comprehension and Collaboration**
 - [CCSS.ELA-Literacy.SL.6.2](#)
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

- [CCSS.ELA-Literacy.SL.6.3](#)
Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Speaking and Listening (grade 8)

- **Comprehension and Collaboration:**
 - [CCSS.ELA-Literacy.SL.8.2](#)
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Speaking and Listening (grades 9-10)

- **Comprehension and Collaboration:**
 - [CCSS.ELA-Literacy.SL.9-10.1](#)
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - [CCSS.ELA-Literacy.SL.9-10.1.c](#)
Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - [CCSS.ELA-Literacy.SL.9-10.3](#)
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Speaking and Listening (grades 11-12)

- **Comprehension and Collaboration:**
 - [CCSS.ELA-Literacy.SL.11-12.1](#)
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - [CCSS.ELA-Literacy.SL.11-12.1.c](#)
Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - [CCSS.ELA-Literacy.SL.11-12.1.d](#)
Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and

determine what additional information or research is required to deepen the investigation or complete the task

Language (grade 6)

- **Knowledge of Language:**
 - [CCSS.ELA-Literacy.L.6.3](#)
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - [CCSS.ELA-Literacy.L.6.4](#)
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies
 - [CCSS.ELA-Literacy.L.6.4.a](#)
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - [CCSS.ELA-Literacy.L.6.4.c](#)
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - [CCSS.ELA-Literacy.L.6.4.d](#)
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
 - [CCSS.ELA-Literacy.L.6.5](#)
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - [CCSS.ELA-Literacy.L.6.5.a](#)
Interpret figures of speech (e.g., personification) in context.
 - [CCSS.ELA-Literacy.L.6.5.b](#)
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - [CCSS.ELA-Literacy.L.6.5.c](#)
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

Language (grade 7)

- **Knowledge of Language:**
 - [CCSS.ELA-Literacy.L.7.3](#)
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - [CCSS.ELA-Literacy.L.7.4](#)
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

- [CCSS.ELA-Literacy.L.7.4.a](#)
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- [CCSS.ELA-Literacy.L.7.4.c](#)
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- [CCSS.ELA-Literacy.L.7.4.d](#)
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- [CCSS.ELA-Literacy.L.7.5](#)
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - [CCSS.ELA-Literacy.L.7.5.a](#)
Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
 - [CCSS.ELA-Literacy.L.7.5.b](#)
Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 - [CCSS.ELA-Literacy.L.7.5.c](#)
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

Language (grade 8)

- **Knowledge of Language:**
 - [CCSS.ELA-Literacy.L.8.3](#)
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - [CCSS.ELA-Literacy.L.8.3.a](#)
Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
- **Vocabulary Acquisition and Use:**
 - [CCSS.ELA-Literacy.L.8.4](#)
Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
 - [CCSS.ELA-Literacy.L.8.4.a](#)
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - [CCSS.ELA-Literacy.L.8.4.c](#)
Consult general and specialized reference materials (e.g., dictionaries, glossaries,

- thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- [CCSS.ELA-Literacy.L.8.4.d](#)
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
 - [CCSS.ELA-Literacy.L.8.5](#)
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - [CCSS.ELA-Literacy.L.8.5.a](#)
Interpret figures of speech (e.g. verbal irony, puns) in context.
 - [CCSS.ELA-Literacy.L.8.5.b](#)
Use the relationship between particular words to better understand each of the words.
 - [CCSS.ELA-Literacy.L.8.5.c](#)
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

Language (grades 9-10)

- **Knowledge of Language:**
 - [CCSS.ELA-Literacy.L.9-10.3](#)
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **Vocabulary Acquisition and Use:**
 - [CCSS.ELA-Literacy.L.9-10.4](#)
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.
 - [CCSS.ELA-Literacy.L.9-10.4.a](#)
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - [CCSS.ELA-Literacy.L.9-10.4.b](#)
Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze*, *analysis*, *analytical*; *advocate*, *advocacy*).
 - [CCSS.ELA-Literacy.L.9-10.4.c](#)
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - [CCSS.ELA-Literacy.L.9-10.4.d](#)
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

- [CCSS.ELA-Literacy.L.9-10.5](#)
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - [CCSS.ELA-Literacy.L.9-10.5.a](#)
Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - [CCSS.ELA-Literacy.L.9-10.5.b](#)
Analyze nuances in the meaning of words with similar denotations.

Language (grades 11-12)

- **Knowledge of Language:**
 - [CCSS.ELA-Literacy.L.11-12.3](#)
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - [CCSS.ELA-Literacy.L.11-12.3.a](#)
Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- **Vocabulary Acquisition and Use:**
 - [CCSS.ELA-Literacy.L.11-12.4](#)
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.
 - [CCSS.ELA-Literacy.L.11-12.4.a](#)
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - [CCSS.ELA-Literacy.L.11-12.4.b](#)
Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
 - [CCSS.ELA-Literacy.L.11-12.4.c](#)
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - [CCSS.ELA-Literacy.L.11-12.4.d](#)
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
 - [CCSS.ELA-Literacy.L.11-12.5](#)
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- [CCSS.ELA-Literacy.L.11-12.5.a](#)
Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- [CCSS.ELA-Literacy.L.11-12.5.b](#)
Analyze nuances in the meaning of words with similar denotations.

History/Social Studies (grades 6-8)

- **Key Ideas and Details:**
 - [CCSS.ELA-Literacy.RH.6-8.2](#)
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **Craft and Structure:**
 - [CCSS.ELA-Literacy.RH.6-8.4](#)
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - [CCSS.ELA-Literacy.RH.6-8.5](#)
Describe how a text presents information (e.g., sequentially, comparatively, causally).
 - [CCSS.ELA-Literacy.RH.6-8.6](#)
Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

History/Social Studies (grades 9-10)

- **Key Ideas and Details:**
 - [CCSS.ELA-Literacy.RH.9-10.2](#)
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
 - [CCSS.ELA-Literacy.RH.9-10.3](#)
Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- **Craft and Structure:**
 - [CCSS.ELA-Literacy.RH.9-10.4](#)
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
 - [CCSS.ELA-Literacy.RH.9-10.5](#)
Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
 - [CCSS.ELA-Literacy.RH.9-10.6](#)
Compare the point of view of two or more authors for how they treat the same or

similar topics, including which details they include and emphasize in their respective accounts.

- [CCSS.ELA-Literacy.RH.9-10.9](#)

Compare and contrast treatments of the same topic in several primary and secondary sources.

History/Social Studies (grades 11-12)

- **Key Ideas and Details:**

- [CCSS.ELA-Literacy.RH.11-12.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

- [CCSS.ELA-Literacy.RH.11-12.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

- [CCSS.ELA-Literacy.RH.11-12.3](#)

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

- **Craft and Structure:**

- [CCSS.ELA-Literacy.RH.11-12.4](#)

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

- [CCSS.ELA-Literacy.RH.11-12.5](#)

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

- [CCSS.ELA-Literacy.RH.11-12.6](#)

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Arts Standards

Arts:

- **STANDARD 1: Creating, Performing, and Participating in the Arts**

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

- **STANDARD 2: Knowing and Using Arts Materials and Resources**

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

- **STANDARD 3: Responding to and Analyzing Works of Art**
Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
- **STANDARD 4: Understanding the Cultural Dimensions and Contributions of the Arts**
Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Theatre: Key Ideas

- **STANDARD 2: Knowing and Using Arts Materials and Resources**
Students will know the basic tools, media, and techniques involved in theatrical production. Students will locate and use school, community, and professional resources for theatre experiences. Students will understand the job opportunities available in all aspects of theatre.
- **STANDARD 3: Responding to and Analyzing Works of Art**
Students will reflect on, interpret, and evaluate plays and theatrical performances, both live and recorded, using the language of dramatic criticism. Students will analyze the meaning and role of theatre in society. Students will identify ways in which drama/theatre connects to film.
- **STANDARD 4: Understanding the Cultural Dimensions and Contributions of the Arts**
Students will gain knowledge about past and present cultures as expressed through theatre. They will interpret how theatre reflects the beliefs, issues, and events of societies past and present.