Ohio's Learning Standards: Extended English Language Arts





3-8 Standards (adopted 2026)
9-12 Standards (adopted 2018)

2026



Department of Education & Workforce

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Introduction

Overview

Ohio's Learning Standards- Extended for English Language Arts (2026), sometimes referred to as "the extended standards," are specific statements of knowledge and skills linked to the expectations of the achievement targets within Ohio's Learning Standards. In other words, the Ohio Learning Standards-Extended offer entry points to access grade level learning students. The extended standards do not replace the Ohio Learning Standards, they are aligned to them.

The 2026 revisions reflect the state's ongoing commitment to ensuring that every student builds strong foundations in language and literacy. These revised standards were developed through a collaborative process with OCALI that engaged educators, specialists, and stakeholders from across Ohio.

These revisions reaffirm Ohio's dedication to ensuring all students have access to rigorous, meaningful, and well-supported literacy learning aligned with the Science of Reading. The Ohio Department of Education and Workforce extends its gratitude to the educators who contributed their expertise throughout this process and to the schools and districts who continue to champion strong literacy outcomes for every child.

Ohio's schools and districts must use core curriculum and instructional materials in English language arts only from the List of High-Quality Core Curriculum and Instructional Materials in English Language Arts (prekindergarten-grade 5), which may follow different scope and sequences for reading and writing foundational skills. It is important to note that there is no one perfect scope and sequence; however, skills should build from basic to advanced as students progress through grades. For the purpose of providing a robust scope and sequence of decoding and encoding skills, the Department utilized the LETRS (Language Essentials for Teachers of Reading and Spelling) progression as an example. For implementation purposes, please follow the scope and sequence of the school or district's adopted core curriculum and English language arts instructional materials.

English Language Arts Strands

Reading Literature Standards outline entry points to engage with stories, drama, and poetry across grade levels.

Reading Informational Standards outline entry points for students to engage with nonfiction texts, including historical, scientific, and technical sources.

Reading Foundations Standards serve as the fundamental components of skilled reading. These entry points emphasize print concepts, phonological awareness, phonics and decoding, morphology, as well as fluency.

Writing Foundations Standards provide entry points for systematic instruction in the early and intermediate skills students need to write fluently, legibly, and accurately. They emphasize handwriting, encoding/spelling, and sentence-level conventions, using individualized modes of communication. *This strand is available in grades kindergarten-grade 8.*

Writing Standards provide entry points for students to communicate through written language for a variety of tasks, purposes, and audiences. The standards address three core genres (opinion, informative, and narrative), research and inquiry, technology use, and writing processes such as planning, revising, editing, and rewriting, using individualized modes of communication.

Speaking and Listening Standards outline entry points to participate effectively in discussions, interpret and analyze information presented in various formats, present ideas clearly, and adapt language to context, using individualized modes of communication.

Language Standards describe entry points related to grammar, usage, mechanics, vocabulary, and language conventions.

Reading Literature Standards

Third through Fifth Grade

Third Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
RL.3.1 Demonstrate understanding of a literary text (story, drama, or poem). a. Ask questions to self-monitor comprehension. b. Use text evidence to respond to questions.	Ask questions based on details from a literary text to show understanding.	Answer literal questions based on details from a literary text.	Identify one or more key details within a literary text.
RL.3.2 Describe the development of a literary text. a. Retell stories, including fables, folktales, and myths from diverse cultures. b. Determine a theme and its meaning, describing how it develops using supporting details from the text.	Identify the theme based on details from a literary text.	Retell a literary text, including the beginning, middle, or end.	Match a picture to an event in a literary text.
RL.3.3 Describe the characters in a literary text. a. Identify the characters' actions, feelings, and traits. b. Describe the characters' perspectives using details from the text. c. Explain how their actions influence the sequence of events in the literary text.	State how a character's actions, feelings, or traits contribute to a literary text.	Match a character to their actions, feelings or traits from a literary text.	Identify a character from a literary text.
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Identify the meaning of a non-literal word or phrase based on its use in a literary text.	Identify the meaning of a word or phrase based on its use in a literary text.	Match a picture or an object to a word based on its use in a literary text.
RL.3.5 Describe the major differences in the structural elements of stories, dramas, and poems, using terms such as chapters, scenes, and stanzas.	Match chapters with books, stanzas with poems, and scenes with dramas, using visual, auditory, or text examples.	Identify parts of a text as chapters, stanzas, or scenes.	Identify a text as a story, poem, or drama.

Third Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
RL.3.6 Distinguish between first- or third-person point of view using text evidence.	Identify the character (first-person) or narrator (third-person) as the storyteller using text evidence.	Identify the point of view in a story (e.g., a character in the story, using "I" or "we" or a narrator, using "he" or "she").	Identify the storyteller (character or narrator) in a given literary text.
RL.3.7 Explain how specific aspects of a text's illustrations support or expand a literary text (e.g., emphasize aspects of a character or setting).	Use both text and illustration(s) to explain an event, setting, or character's actions.	Identify story elements (events, setting, or characters) that are shown in the illustrations of a given literary text.	Identify a story element (event, setting, or character) that is shown in the illustrations of a given literary text.
RL.3.8 (Not applicable to literature)			
RL.3.9 Compare and/or contrast the themes, settings, and plots of literary texts by the same author or written about similar characters.	Describe similarities or differences in plots or settings in stories by the same author.	Identify similarities or differences between settings or events in two stories.	Identify multiple texts written by the same author about the same character(s).
RL.3.10 Read and comprehend grade-level literary text, with scaffolding as needed. Use prior knowledge and previous experiences to make text-to-self or text-to-text connections and comparisons.	Actively engage with grade-level/age-appropriate literary text, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self or text-to-text connections and comparisons.	Actively engage with grade-level/age-appropriate literary text, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self connections.	Actively engage with grade-level/age-appropriate literary text, with scaffolding as needed.

Fourth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
RL.4.1 Use text evidence to demonstrate understanding of a literary text (story, drama, or poem). a. Provide details explicitly stated in the text.	Answer a literal question by referencing text evidence from a literary text.	Identify details from a shared story when answering literal questions about a literary text.	Given a choice array, answer a literal question based on details in a literary text.

Fourth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
b. Use explicitly stated details from the text to make and support inferences.			
RL.4.2 Analyze literary text development. a. Determine a theme of a literary text using supporting details. b. Summarize a literary text, including a theme and supporting details.	Identify the theme based on details from a literary text.	Order three or more main events in a literary text.	Identify supporting details in a literary text.
RL.4.3 Describe the character(s), setting(s), or event(s) in a literary text, using explicit text evidence. a. Explain how the main character changes based on their thoughts, words, or actions. b. Make inferences about the character(s), setting(s), or specific event(s).	Locate text evidence about a character, setting, or event in a literary text.	Match descriptive details to a character, setting, or event in a literary text.	Identify a character, setting, or event in a literary text.
RL.4.4 Determine the meaning of words and phrases as they are used in a literary text, including figurative language.	Identify similes or metaphors within a literary text (e.g., bright *as* the sun).	Identify words that imitate sound(s) using onomatopoeia within a literary text (e.g., the bees buzz).	Identify the repeat initial consonant sound given an example of alliteration (e.g., Peter Piper picked…).
RL.4.5 Explain how the structural elements of stories, dramas, and poems (such as chapters, scenes, and stanzas) contribute to the overall organization of a text.	Identify common elements of a poem (e.g., stanzas, rhyming patterns, rhythm).	Identify common elements of a drama (e.g., scenes, character scripts, stage directions).	Identify common elements of a story (e.g., chapters, characters, setting).
RL.4.6 Distinguish between point of view and perspective. a. Identify the point of view in a literary text. b. Explain the different perspectives of characters in a literary text.	Match the point of view of a narrator by referencing text evidence within a given literary text.	Match the perspective (emotion, feeling, or motivation) of a character in a given literary text.	Identify who is telling the story in a given literary text, as narrator or specific character (e.g., or a character using “I” or “we,” or a narrator using “he” or “she”).
RL.4.7 Compare a written story or drama with a visual element (e.g., picture, video), multimedia	Make connections between the characters, setting, or	Make connections between two presentations of a story.	Identify a character, setting, or event that appears in two

Fourth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
performance, and/or oral reading, identifying details from the text that are shown, spoken, or acted out.	events of two presentations of a story.		different presentations of a story.
RL.4.8 (Not applicable to literature)			
RL.4.9 Compare and contrast similar themes in stories and traditional literature (e.g., fables, myths, folktales, fairy tales) from different cultures. a. Identify a shared theme or life lesson across texts. b. Analyze a shared theme and explain its development across texts.	Identify the life lesson across two fables, folktales, fairy tales, and/or myths).	Identify similarities or differences between topics or events in two fables, folktales, fairy tales, and/or myths.	Identify similarities or differences between topics or events in two stories.
RL.4.10 Read and comprehend grade-level literary text, with scaffolding as needed. Use prior knowledge and previous experiences to make text-to-self or text-to-text connections and comparisons.	Actively engage with grade-level/age-appropriate literary text, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self or text-to-text connections and comparisons.	Actively engage with grade-level/age-appropriate literary text, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self connections.	Actively engage with grade-level/age-appropriate literary text, with scaffolding as needed.

Fifth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
RL.5.1 Use text evidence and direct quotes to demonstrate understanding of a literary text (story, drama, or poem). a. Provide details and direct quotes explicitly stated in the text. b. Use explicitly stated details and direct quotes from the text to make and support inferences.	Answer a literal question by referencing text evidence from a literary text (story, drama, or poem).	Describe characters, settings, or events in a literary text based on a quote from the text (story, drama, or poem).	Match characters, settings, or events in a literary text to a quote from the text (story, drama, or poem).

Fifth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
RL.5.2 Analyze literary text development. a. Explain a theme of a literary text using details, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects on a theme. b. Summarize a literary text, including a theme inferred from details in the text.	Select the overarching message or theme in a story, drama, or poem.	Match the overarching message or theme to a character's response to a challenge in a story or drama.	Identify how characters in a story or drama respond to a challenge.
RL.5.3 Compare and contrast two or more characters, settings, perspectives, or events in a literary text, using specific details (e.g., how characters interact).	Identify the similarities between two characters, settings or events in a literary text.	Identify the differences between two characters, settings or events in a literary text.	Identify a character, setting, and an event in a literary text.
RL.5.4 Identify the meaning of figurative language such as similes, metaphors, and idioms and determine how they are used in the text.	Identify an idiom from a choice array.	Identify a metaphor from a choice array.	Identify a simile from a choice array.
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.	Identify common elements of a poem (e.g., stanzas, rhyming patterns, rhythm).	Identify common elements of a drama (e.g., scenes, character scripts, stage directions).	Identify common elements of a story (e.g., chapters, characters, setting).
RL.5.6 Identify the point of view in a literary text and explain how the narrative would be different if told from another character's perspective.	Identify the emotion, feeling, or motivation that would change if told from another character's perspective in a given literary text.	Match the storyteller with their perspective (emotion, feeling, or motivation) in a given literary text.	Identify who is telling the grade-appropriate story (narrator vs. character) in a given literary text.
RL.5.7 Analyze how a visual element, multimedia performance, and/or oral reading contribute to the meaning, tone, mood, or appeal of a literary text.	Match a given visual or multimedia element (e.g., illustrations, video, sound effects, and music) with the meaning, tone, or mood that the literary text conveys.	Match a given visual or multimedia element (e.g., illustration, video, sound effects, and music) to the meaning it helps convey.	Select the visual or multimedia elements presented in a literary text (e.g., illustrations, video, sound effects, and music).

Fifth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
RL.5.8 (Not applicable to literature)			
RL.5.9 Compare and contrast stories within the same genre on their development of similar themes and topics. a. Identify an implied theme, explicit theme, or life lesson. b. Analyze a shared theme and explain its development across genres.	Select two stories that have the same topic (e.g., survival) and contribute to the same overarching theme (e.g., overcoming great struggle requires perseverance).	Describe similarities or differences between two stories in the same genre.	Identify a common life lesson within two different stories in the same genre.
RL.5.10 Read and comprehend grade-level literary text, with scaffolding as needed. Use prior knowledge and previous experiences to make text-to-self or text-to-text connections and comparisons.	Actively engage with grade-level/age-appropriate literary text, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self or text-to-text connections and comparisons.	Actively engage with grade-level/age-appropriate literary text, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self connections.	Actively engage with grade-level/age-appropriate literary text, with scaffolding as needed.

Sixth through Eighth Grade

Sixth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
RL.6.1 Cite text evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.	Find information in a given text that is used to make an inference.	Find information in a given text used to answer literal questions.	Answer a question about explicit information stated in a given text.
RL.6.2 Analyze literary text development. a. Explain a theme of a literary text and how it is developed through specific details. b. Provide an objective summary of the text including theme and story details.	Summarize the main events from a literary text and explain how they support the theme.	Identify the theme or main message from a literary text and locate details within the text that support it.	Sequence main events from a literary text (beginning, middle, and end) to provide a summary.

Sixth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
RL.6.3 Describe how the plot of a story or drama develops through chapters, acts, and/or scenes and how the characters respond or change as the plot moves toward a resolution.	Recount a story's or drama's beginning, middle, and end and how a character responds to the events.	Describe the way a character responds to an event in a story or drama.	Describe how a character changes in a story or drama.
RL.6.4 Explain how words and phrases shape meaning and tone in a literary text. a. Determine word and phrase meanings, including figurative and/or connotative meanings. b. Analyze the impact of specific word choices, including sensory language, on meaning and tone.	Identify words or phrases that have alternate meanings and explain them.	Identify words or phrases that have literal and symbolic meanings.	Identify words or phrases that include sensory language.
RL.6.5 Analyze how a particular line, sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Use the structure of a text to identify the plot or theme.	Identify a sentence or paragraph in the text that describes the setting.	Identify the components of the structure of a text (chapter, scene/act, or stanza).
RL.6.6 Explain how an author uses point of view to develop the perspective of the narrator, speaker, or character in a literary text.	Explain how changing the point of view could impact the story.	Identify the storyteller and describe their role in the story.	Identify who (narrator vs. character) is telling the story in a literary text.
RL.6.7 Compare and contrast reading a literary text to listening to an audio or viewing a video or live version of the text, including how different versions affect tone, mood, or appeal.	Compare and contrast two versions of the same story, drama, or poem (print, audio, video/live production).	Compare two versions of the same story, drama, or poem (print, audio, video/live production).	Select key similarities or differences between print and multimedia/live productions of the same story, drama, or poem.
RL.6.8 (Not applicable to literature)			
RL.6.9 Compare and contrast literary texts in different forms or genres (e.g., stories and poems, historical novels, and fantasy stories). a. Identify an implied theme, explicit theme, or life lesson.	Compare two stories in different genres that have the same theme or life lesson.	Describe similarities or differences between two stories in different genres.	Identify a common life lesson from two stories in different genres.

Sixth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
b. Analyze a shared theme and explain its development across genres.			
RL.6.10 Read and comprehend grade-level literary text, with scaffolding as needed. Use prior knowledge and previous experiences in order to make text-to-self, text-to-text, and text-to-world connections and comparisons.	Actively engage with grade-level/age-appropriate literary text, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-world connections and comparisons.	Actively engage with grade-level/age-appropriate literary text, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self or text-to-text connections and comparisons.	Actively engage with grade-level/age-appropriate literary text, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self connections.

Seventh Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
RL.7.1 Cite several pieces of text evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.	Cite two pieces of evidence in text to support answers to literal or inferential questions (e.g., give two reasons why the character might have…).	Identify evidence in the text to support answers to literal questions.	Answer a literal question by selecting a given quote from the text.
RL.7.2 Analyze literary text development. a. Explain a theme of a literary text and how it is developed over the course of the text. b. Provide an objective summary of the text including theme and story details.	Summarize the main events from a literary text and explain how they support the theme.	Identify the theme or main message from a literary text and locate details within the text that support it.	Sequence main events from a literary text (beginning, middle, and end) to provide a summary.
RL.7.3 Analyze how key elements of a story or drama impact plot development (e.g., rising and falling action).	Describe how a change to a story element (characters, events, settings, problem, or solution) impacts the plot of a literary text.	Given a template and/or graphic organizer, map the plot of a literary text to show rising and falling action.	Identify major events that change the plot of a literary text.

Seventh Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
RL.7.4 Explain how words and phrases shape meaning and tone in a literary text. a. Determine word and phrase meanings including figurative and/or connotative meanings. b. Analyze the impact of specific word choices, including rhyme and alliteration, on meaning and tone.	Identify words and phrases that impact tone in a given text, including rhyme, alliteration, or figurative language.	Match figurative language (words or phrases) from a literary text to their meaning.	Given a selection of words or phrases, identify examples of rhyme or alliteration.
RL.7.5 Analyze how the form or structure (e.g. soliloquy, sonnet) of a drama or poem contributes to its meaning.	Identify structures within stories, plays, or poems that include cause/effect, sequence of events, problem/solution, vivid descriptions, etc.	Given a story, play, or poem, identify a unique characteristic(s) of form or structure (e.g., words and phrases organized into stanzas; rhythm, rhyme, character-specific dialogue; sequence of events).	Match the components of the structure of a text (chapter, scene/act, or stanza) to a story, play, or poem.
RL.7.6 Analyze how an author uses point of view to develop and contrast the perspectives of different narrators, speakers, or characters in a literary text.	Compare the difference in perspective of two different characters in a story.	Identify the storyteller and describe their role in the story.	Identify who is telling the story (e.g., narrator or character) in a literary text.
RL.7.7 Compare and contrast a literary text 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).	Compare and contrast techniques between print and multimedia/live productions of the same story, drama, or poem (e.g., lighting, sound, color, or camera focus and angles in a film).	Identify key similarities and differences in technique between print and multimedia/live productions of the same story, drama, or poem (e.g., lighting, sound, color, or camera focus and angles in a film).	Identify key similarities or differences in technique between print and multimedia/live productions of the same story, drama, or poem (e.g., lighting, sound, color, or camera focus and angles in a film).
RL.7.8 (Not applicable to literature)			
RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of	Compare and contrast time, place, or characters from a fictional and historical text	Describe similar characters, times, or places from a	Identify similar characters, times, or places from a

Seventh Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
the same period to help understand how authors of fiction use or alter history.	when both are about the same time period.	fictional and historical text of the same event/time period.	fictional and historical text of the same event/time period.
RL.7.10 Read and comprehend grade-level literary text, with scaffolding as needed. Use prior knowledge and previous experiences in order to make text-to-self, text-to-text, and text-to-world connections and comparisons.	Actively engage with grade-level/age-appropriate literary text, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-world connections and comparisons.	Actively engage with grade-level/age-appropriate literary text, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self or text-to-text connections and comparisons.	Actively engage with grade-level/age-appropriate literary text, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self connections.

Eighth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
RL.8.1 Cite text evidence that strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.	Cite two pieces of evidence in a literary text to support answers to literal and inferential questions (e.g., give two reasons why the character might have…).	Cite literary text evidence to support answers to literal questions (e.g., how old was the character…).	Given an array of quotes from a literary text, select the evidence that supports the answer to a literal question.
RL.8.2 Analyze literary text development. a. Explain a theme of a literary text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. b. Provide an objective summary of the text, including theme and its relationship to other story elements.	Summarize the main events from a literary text and explain how they support the theme.	Identify the theme or main message from a literary text and locate details within the text that support it.	Sequence main events from a literary text (beginning, middle, and end) to provide a summary.
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.	Given an array of choices, identify what a character is	Match characters from a literary text to their dialogue.	Identify words, phrases, and text features that signal dialogue in a literary text.

Eighth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
	doing based on dialogue from a literary text.		
RL.8.4 Explain how words and phrases shape meaning and tone in a literary text. a. Determine word and phrase meanings including figurative and/or connotative meanings. b. Analyze the impact of specific word choices, including analogies or allusions to other texts, on meaning, mood, and tone.	Identify words or phrases in a literary text that allude to tone or mood.	Given an array of words or phrases from a literary text, select examples that convey tone or mood.	Select an image that represents a specific mood in a literary text.
RL.8.5 Compare and contrast the structure of two or more literary texts and analyze how the differing structure of each text contributes to its meaning and style.	Identify the structure within two literary texts (cause/effect, sequence of events, problem/solution, vivid descriptions, etc.) and how it contributes to the overall meaning.	Identify similarities in the structure between two texts.	Given a story, play, or poem, identify a unique characteristic(s) of form or structure (e.g., words and phrases organized into stanzas; rhythm, rhyme, character-specific dialogue; sequence of events).
RL.8.6 Analyze how differences in point of view and perspective between characters and the reader (e.g., developed through the use of dramatic irony) create effects such as suspense or humor.	Identify words or phrases a character uses to evoke suspense in action or dialogue.	Identify words or phrases a character uses to evoke humor in action or dialogue.	Given a literary text, identify a character that uses humor in action or dialogue.
RL.8.7 Analyze the extent to which a filmed or live production of a story or drama is aligned to or departs from the text or script, evaluating the choices made by the director or actors.	Describe the key similarities and differences between print and multimedia/live productions of the same story, drama, or poem.	Identify key similarities and differences between print and multimedia/live productions of the same story, drama, or poem.	Identify key similarities or differences between print and multimedia/live productions of the same story, drama, or poem.
RL.8.8 (Not applicable to literature)			
RL.8.9 Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, or religious works (e.g., the	Identify similarities or differences between a	Identify similarities in characters, themes, and events between two stories,	Identify a character, theme, or event from a story (e.g.,

Eighth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
Bible and The Epic of Gilgamesh), including describing how the material is rendered new.	traditional work of fiction and a more recent story.	including myths, traditional stories, and religious literary texts.	myths, traditional stories, religious literary texts).
RL.8.10 Read and comprehend grade-level literary text, with scaffolding as needed. Use prior knowledge and previous experiences in order to make text-to-self, text-to-text, or text-to-world connections and comparisons.	Actively engage with grade-level/age-appropriate literary text, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-world connections and comparisons.	Actively engage with grade-level/age-appropriate literary text, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self or text-to-text connections and comparisons.	Actively engage with grade-level/age-appropriate literary text, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self connections.

Ninth through Twelfth Grade

Ninth/Tenth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite details from text to support the answers to literal and inferential questions using grade level appropriate text.	Cite details from the text to support the answers to literal questions.	Identify details that are stated in the text.
RL.9-10.2 Analyze literary text development. a. Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. b. Provide an objective summary of the text that includes the theme and relevant story elements.	Summarize a central idea in a text, including the main topic and how the details impact ideas.	Identify the theme of a text and support it with main events and details.	Sequence main events in relation to a stated theme using a grade level/age-appropriate text.
RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the	Explain connections among events, ideas, individuals or steps in text.	Identify and describe how a character's traits, motivations, or feelings	Match an action to the resolution of a problem in a story.

Ninth/Tenth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
course of a text, interact with other characters, and advance the plot or develop the theme.		contribute to the resolution of the story.	
RL.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place an emotion, or sets a formal or informal tone).	Determine the meaning of words and phrases as they are used in a text; analyze figurative language, connotation, and tone within a text.	Determine the meaning of words or phrases based on the impact and how they are used in a text.	Match pictures to words or phrases based on how they are used in a text that specifically address the mood (e.g., match a picture of a sad face with the phrase "sat with his head down").
RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create effects such as mystery, tension, or surprise.	Explain how the author's use of literary techniques (e.g., pacing, flashbacks) contributes to the effect of a text.	Describe how the author's use of literary techniques (e.g., pacing, flashbacks) contributes to the effect of a text.	Identify the effects of a text on the reader (e.g., funny, sad, surprised).
RL.9-10.6 Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Explain the differences between cultural experiences in a story or drama from the United States and another country.	Explain similarities between cultural experiences in a story or drama from the United States and another country.	Identify cultural experiences in a story or drama from outside the United States.
RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., W. H. Auden's "Musée des Beaux Arts" and Pieter Breughel's Landscape with the Fall of Icarus).	Explain how multiple interpretations of a story are connected.	Describe multiple interpretations of a story.	Identify key similarities or differences between print and other artistic media (e.g., poem/song and painting/statue).
RL.9-10.8 (Not applicable to literature)			
RL.9-10.9 Analyze how an author alludes to and transforms source material in a specific work (e.g., how William Shakespeare treats a theme or topic from Ovid or the Bible, or how a later author draws on a play by Shakespeare).	Explain the similarities and differences in how an author changes a text based on the original source material.	Describe events from two or more texts from a specific time period.	Identify events from two or more texts from a specific time period.

Ninth/Tenth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
RL.9-10.10 By the end of grade 9, read and comprehend literature—including stories, dramas, and poems—in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of a complex text. By the end of grade 10, read and comprehend literature—including stories, dramas, and poems—at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of a complex text.	Read grade level/age-appropriate, adapted literature materials.	Read supported grade-level/age-appropriate, adapted literature materials.	Actively participate in supported grade-level/age-appropriate, adapted literature materials.

Eleventh/Twelfth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves information uncertain.	Cite details from the text where information is unclear and use this information to draw inferences about what might be meant.	Cite details from the text where information is uncertain.	Identify details from the text to support the answers to questions.
RL.11-12.2 Analyze literary text development. a. Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Produce a thorough analysis of the text.	Explain the importance of setting and character actions on the development and interaction of themes within the text.	Describe the theme of a text and show how it supports the main events.	Sequence main events and details related to the theme using grade level/age-appropriate text.

Eleventh/Twelfth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	Explain how the way the author ordered events and developed characters achieved the resolution of the story.	Explain how the story elements affect plot development.	Match the introduction of each character to the appropriate event in the story.
RL.11-12.4 Determine the connotative, denotative, and figurative meanings of words and phrases as they are used in the text; analyze the impact of the author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.	Analyze figurative language, connotation, and tone in a grade-level/age-appropriate text.	Determine the meaning of words or phrases based on how they are used in a text (connotation as well as denotation).	Match pictures to words or phrases based on how they are used in a text (e.g., match a picture of a sad face with the phrase "sat with his head down").
RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure, meaning, and aesthetic impact.	Explain how the author's decisions about the structure of the story (e.g., where it begins or ends; the tone evoked) make the story effective.	Identify the structure of the text (e.g., time, comedy, setting, parody).	Describe the structure that the author uses in a text.
RL.11-12.6 Analyze a case in which grasping a point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement) and evaluate the impact of these literary devices on the content and style of the text.	Explain what is directly stated in a text and how it differs from what is meant (e.g., understatement, satire, irony).	Recognize literary devices in text (e.g., irony).	Identify real and imaginary information in a text.
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 William Shakespeare and one play by an American dramatist.)	Explain the effect of pairing a text with other artistic media (e.g., poem/song and painting/statue) and how it compares to the original source text.	Describe the key similarities and differences between print and other artistic media (e.g., poem/song and painting/statue).	Identify multiple interpretations of a story.
RL.11-12.8 (Not applicable to literature)			

Eleventh/Twelfth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics.	Compare and contrast themes from two related works of classical literature translated into modern literature (e.g., Romeo and Juliet into West Side Story).	Identify the theme conveyed through a work of American literature from the eighteenth-, nineteenth-, and early twentieth-century.	Identify works of American literature from the eighteenth-, nineteenth-, and early twentieth-century from an array of sample texts.
RL.11-12.10 By the end of grade 11, read and comprehend literature—including stories, dramas, and poems—in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text. **RL.11-12.10** By the end of grade 12, read and comprehend literature—including stories, dramas, and poems—at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.	Read grade-level/age-appropriate, adapted literature materials.	Read supported grade-level/age appropriate, adapted literature materials.	Actively participate in supported grade-level/age-appropriate, adapted literature materials.

Reading Informational Standards

Third through Fifth Grade

Third Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
RI.3.1 Demonstrate understanding of an informational text (e.g., historical, scientific, or technical texts). a. Ask questions to self-monitor comprehension. b. Use text evidence to respond to questions.	Ask questions based on details from an informational text to show understanding.	Answer literal questions based on details from an informational text.	Identify one or more key details within an informational text.
RI.3.2 Describe the development of an informational text. a. Determine the main idea of a text. b. Identify key details and explain how they support the main idea.	Identify the main idea using key details from an informational text.	Recall and name key details from an informational text.	Match a picture to a key detail in an informational text.
RI.3.3 Explain how the text structure contributes to the meaning of the text. a. Describe how a series of historical events, the development of scientific concepts, and/or a series of steps support the meaning. b. Use language that pertains to time, sequence, or cause and effect when writing or discussing text structure.	Describe a cause/effect relationship between two events or steps in a process in an informational text.	Identify the chronology of a series of steps or events described in an informational text.	Identify the sequence of steps or events described in an informational text.
RI.3.4 Determine the meaning of general academic or domain-specific words and phrases in an informational text.	Identify the meaning of a word based on how it is used in an informational text.	Match a word to its correct meaning based on how it is used in an informational text.	Match pictures or objects to words based on how they are used in an informational text.
RI.3.5 Use text features (such as headings, labels, charts, graphs, legends, key words, sidebars, and hyperlinks) to locate information. a. Explain how text features support details in the text.	Locate and use text feature(s) to find information in an informational text.	Identify text features (e.g., key words, charts, graphs) in an informational text.	Identify a text feature (e.g., key words, charts, graphs) in an informational text.

Third Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
b. Interpret text features used in print and digital formats.			
RI.3.6 Identify perspectives in the text. a. Identify the author's perspective in the text. b. Compare the author's perspective with their own perspective. c. Determine whether the author of a text would agree or disagree with a stated perspective.	Compare one's own perspective with the author's perspective in an informational text.	Identify the author's perspective presented in an informational text.	Identify one's own opinion of an informational text.
RI.3.7 Use information gained from nonfiction text features (e.g., table of contents, maps, illustrations, index, and glossary) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Use information provided in a nonfiction text feature (e.g., table of contents, maps, illustrations, index, and glossary) to answer a question.	Identify information provided in an image or photograph within an informational text.	Identify one nonfiction text feature (e.g., map, chart, photograph) that provides information within an informational text.
RI.3.8 Describe the connection between the points the author makes and the evidence provided to support those points.	Identify evidence the author presents in an informational text.	Identify one key point the author makes in an informational text.	Locate the name of the author(s) of an informational text.
RI.3.9 Compare and/or contrast the most important points and key details.	Identify one similarity or one difference presented in two texts on the same topic.	Identify one key detail from each of the two informational texts.	Identify two informational texts on the same topic.
RI.3.10 Read and comprehend grade-level informational texts, with scaffolding and support as needed. Use prior knowledge and previous experiences to make text-to-self or text-to-text connections and comparisons.	Actively engage with grade-level/age-appropriate informational text, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self or text-to-text connections and comparisons.	Actively engage with grade-level/age-appropriate informational text, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self connections.	Actively engage with grade-level/age-appropriate informational text, with scaffolding as needed.

Fourth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
RI.4.1 Use text evidence to demonstrate understanding of an informational text (e.g., historical, scientific, or technical text). a. Provide details explicitly stated in the text. b. Use details explicitly stated in the text to make and support inferences.	Answer a question by referencing text evidence from an informational text.	Identify key details when answering questions about an informational text.	Given a choice array, answer a question based on key details in an informational text.
RI.4.2 Analyze development of ideas in informational text(s). a. Determine the main idea of a text using key details. b. Summarize an informational text including the main idea and key details.	After reading/listening to a short informational text, identify the summary that best matches the provided text.	Given a main idea, state two relevant details from an informational text.	Identify the key details in an informational text.
RI.4.3 Analyze events, procedures, ideas or concepts in informational text(s). a. Explain what happens in an informational text(s). b. Describe why it happens, based on specific information in the text(s).	Match an event with its cause as described in an informational text.	Sequence two or more steps or events in an informational text.	Identify steps or events in a process described in a given informational text.
RI.4.4 Determine the meaning of both general academic or domain-specific words and phrases in informational text(s).	Identify the meaning of a word based on how it is used in grade-level informational text.	Match a word to its correct meaning based on how it is used in grade-level informational text.	Match pictures or objects to words based on how they are used in grade-level informational text.
RI.4.5 Analyze the text structure (e.g., description, chronology/sequence, compare/contrast, cause/effect, problem/solution). a. Identify the text structure of a section or full text. b. Describe the text structure using information from a section or full text.	Identify the overall structure of an informational text as cause/effect or problem/solution.	Identify the overall structure of an informational text as chronology/sequence or compare/contrast.	Match chronology within informational text to a timeline of events.

Fourth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
RI.4.6 Compare and contrast the different perspectives in two texts on the same event or topic using the information provided.	Identify whether the text is a firsthand or secondhand account and support it with a detail from the text.	Identify whether an informational text is a firsthand or secondhand account.	Identify a similarity or difference between two accounts of the same event or topic.
RI.4.7 Analyze text features: a. Interpret information from text features presented (e.g., in charts, graphs, diagrams, timelines, multimedia elements). b. Explain how the information supports understanding of the text in which it appears.	Use information provided in a nonfiction text feature to answer a question.	Identify information explicitly provided in text features (e.g., charts, graphs, diagrams, multimedia components) within an informational text.	Identify text features (e.g., images, illustrations, photographs, diagrams) that contribute to the meaning of the text.
RI.4.8 Explain how an author uses reasons and evidence to support particular points in an informational text.	Identify a key point when given supporting evidence from the text.	Identify evidence from the text that supports a given key point.	Match a picture to a key point from the text.
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Identify an example that combines a detail from two different informational texts on the same topic.	Identify information from two texts on the same topic.	Identify two informational texts on the same topic.
RI.4.10 Read and comprehend grade-level informational texts, with scaffolding and support as needed. Use prior knowledge and previous experiences to make text-to-self or text-to-text connections and comparisons.	Actively engage with grade-level/age-appropriate informational text, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self or text-to-text connections and comparisons.	Actively engage with grade-level/age-appropriate informational text, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self connections.	Actively engage with grade-level/age-appropriate informational text, with scaffolding as needed.

Fifth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
RI.5.1 Use text evidence and direct quotes to demonstrate understanding of an informational text (e.g., historical, scientific, and technical text). a. Select relevant direct quotes to answer questions about an informational text. b. Use relevant direct quotes to make and support inferences.	Answer a question by selecting relevant text evidence from an informational text.	Given a choice array, answer a question by selecting a relevant direct quote from an informational text.	Identify a direct quote from a given informational text.
RI.5.2 Analyze development of ideas in informational text(s). a. Determine the main idea(s) of a text and explain how they are supported by key details. b. Summarize an informational text, including main idea(s) and key details, as well as other important information.	After reading/listening to a short informational text, identify the summary that best matches the provided text.	Given supporting details, identify the main idea from the text.	Match a main idea with supporting details from the text.
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts, based on specific information in the text(s).	Identify the relationships or interactions between two or more individuals, events, or concepts in a given informational text.	Match interactions between individuals and events within a given informational text.	Identify an individual or event based on information from a given informational text.
RI.5.4 Determine the meaning of both general academic and domain-specific words and phrases in informational text(s).	Identify the meaning of a word based on how it is used in grade-level informational text.	Match a word to its correct meaning based on how it is used in grade-level informational text.	Match pictures or objects to words based on how they are used in grade-level informational text.
RI.5.5 Compare and contrast the overall structure (e.g., description, chronology/sequence, compare/contrast, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Contrast the overall structure of an informational text as cause/effect or problem/solution.	Compare the overall structure of an informational text as chronology/sequence or problem/solution.	Match the chronology within an informational text to a timeline of events.
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.	Explain the differing perspectives in two texts on the same topic. Note the	Identify the similarities and differences in viewpoints	Identify a similarity or difference in viewpoints

Fifth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
	details that contribute to each perspective.	between two texts about the same topic.	between two texts about the same topic.
RI.5.7 Use information from multiple print or digital sources. a. Locate specific facts, details, or evidence in a text efficiently. b. Integrate information from two or more sources to answer questions or explain ideas.	Identify facts, details, or evidence in multiple texts to answer a question or support an idea.	Identify details or evidence in a text to answer a question or support an idea.	Locate a fact or detail in a text to answer a question or support an idea.
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text and make inferences based on those points.	Identify specific evidence the author uses to support their particular position in an informational text.	Identify two or more of the author's reasons for supporting a particular position in an informational text.	Identify one or more of the author's reasons for supporting a particular position in an informational text.
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Given two texts on the same topic, select one detail from each text to form a combined statement.	Given two texts on the same topic, select a statement that combines information from both texts.	Select two texts from an array that provide information about a single central idea (e.g., protecting the rainforest is important).
RI.5.10 Read and comprehend grade-level informational texts, with scaffolding and support as needed. Use prior knowledge and previous experiences to make text-to-self or text-to-text connections and comparisons.	Actively engage with grade-level/age-appropriate informational text, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self or text-to-text connections and comparisons.	Actively engage with grade-level/age-appropriate informational text, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self connections.	Actively engage with grade-level/age-appropriate informational text, with scaffolding as needed.

Sixth through Eighth Grade

Sixth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
RI.6.1 Analyze text evidence to demonstrate understanding of an informational text (e.g. historical, scientific, and technical text). a. Analyze what the text says explicitly and cite text evidence. b. Make and support inferences from the text using cited text evidence.	Find information in an informational text to make an inference.	Locate details in the text to answer literal questions about an informational text.	Answer literal questions about an informational text.
RI.6.2 Analyze informational text development. a. Determine a central idea of a text and explain how it is conveyed through particular details. b. Provide an objective summary of the text that includes a central idea and relevant details.	List relevant details related to a central idea within an informational text.	Identify a central idea given relevant details from an informational text.	Identify a central idea of an informational text.
RI.6.3 Analyze how a key individual, event, or idea is introduced, developed, and elaborated in a text (e.g., through examples, facts, and/or anecdotes).	Describe how individuals, ideas, and events are introduced and elaborated within a given informational text.	Identify how individuals, ideas, and events are introduced and elaborated within a given informational text.	Identify an individual, idea, or event described within a given informational text.
RI.6.4 Determine the meaning of domain-specific words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings.	Explain the meaning of words or phrases as they are used in an informational text, including technical or connotative meanings.	Identify words that evoke feelings or emotion in an informational text.	Match pictures or objects to words or phrases based on how they are used in an informational text.
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of an informational text and contributes to the development of the ideas.	Use the structure of a text to identify an idea within an informational text.	Identify a sentence or paragraph that indicates the structure of an informational text.	Select the signal words that indicate the structure of an informational text.
RI.6.6 Determine an author's perspective and/or purpose in a text and explain how it is conveyed in an informational text.	Select details in an informational text that	Identify details that show the author's purpose (to inform,	Identify the author's purpose (to inform, to entertain, or to

Sixth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
	support the author's perspective.	to entertain, or to persuade) of an informational text.	persuade) of an informational text.
RI.6.7 Integrate information presented in multiple print or digital sources to develop a coherent understanding of a topic or issue.	Combine information from two sources about the same topic to show understanding.	Identify details from two sources that can be combined to answer a question or support an idea.	Identify information from two sources that are about the same topic.
RI.6.8 Trace and evaluate the argument in an informational text. a. Identify specific claims in a text. b. Distinguish claims that are supported by evidence from claims that are not supported by evidence.	Identify a claim that is not supported by evidence in an informational text.	Match a claim to evidence provided in an informational text.	Identify a claim or argument in an informational text.
RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir and a biography written about the same person).	Identify similarities or differences between a memoir and a biography written about the same person.	Given an array of choices, match the memoir and biography written about the same person.	Categorize informational texts as memoir or biography.
RI.6.10 Read and comprehend grade-level informational texts, with scaffolding as needed. Use prior knowledge and previous experiences in order to make text-to-self, text-to-text, and text-to-world connections and comparisons.	Actively engage with grade-level/age-appropriate informational texts, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-world connections and comparisons.	Actively engage with grade-level/age-appropriate informational texts, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self or text-to-text connections and comparisons.	Actively engage with grade-level/age-appropriate informational texts, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self connections.

Seventh Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
RI.7.1 Cite several pieces of text evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.	Quote or paraphrase evidence from text to support answers to literal or inferential questions.	Locate details from a text to answer literal questions about an informational text.	Answer literal questions about an informational text.
RI.7.2 Analyze informational text development. a. Determine two or more central ideas in a text and analyze their development over the course of the text. b. Provide an objective summary of the text that includes central ideas and their development.	Given a graphic organizer, identify central ideas from beginning to end in an informational text.	Given a graphic organizer, identify central ideas and relevant details in an informational text.	Identify one or more central idea(s) of an informational text.
RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Given an array of choices, describe how an individual impacts an idea or event in an informational text.	Identify how an individual impacts an idea or event in an informational text.	Identify individuals, ideas, or events described in an informational text.
RI.7.4 Explain how words and phrases shape meaning and tone in an informational text. a. Determine word and phrase meanings, including figurative, connotative, and technical meanings. b. Analyze the impact of specific word choices on meaning and tone.	Identify the meaning of words or phrases as they are used in an informational text, including figurative, connotative, or technical meanings.	Identify the technical meaning of a word or phrase as it is used in an informational text.	Match pictures or objects to words or phrases based on how they are used in an informational text.
RI.7.5 Analyze the structure an author uses to organize a text including how the major sections and text features contribute to the whole and to the development of the ideas.	Locate specific sentences, paragraphs, or chapters that contribute to a central idea within an informational text.	Use chapter titles within the table of contents to locate information within a text.	Use the title to identify the central idea of an informational text.
RI.7.6 Determine an author's perspective and/or purpose in an informational text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Identify the author's attitudes or feelings about the subject matter as conveyed through the choice of words and phrases in an informational text.	Identify details that show the author's purpose (to inform, to entertain, or to persuade) of an informational text.	Identify the author's purpose (to inform, to entertain, or to persuade) of an informational text.

Seventh Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
RI.7.7 Compare and contrast an informational text to an audio, video, or multimedia version, analyzing each medium's portrayal of the topic (e.g., how the delivery of a speech affects the impact of the words).	Compare or contrast details from an informational text to a multimedia version on the same topic.	Match details in an informational text to details presented in another format (audio, visual, multimedia).	Recognize the same idea depicted in two different forms of media (e.g., paragraph describing the amount of rain that fell over two days and a simple bar graph that depicts the same information).
RI.7.8 Trace and evaluate the argument in an informational text. a. Identify specific claims in a text. b. Assess the soundness of reasoning. c. Assess if evidence is relevant and sufficient. d. Recognize when irrelevant evidence is introduced.	Identify a claim that is not supported by evidence in an informational text.	Match a claim to evidence provided in an informational text.	Identify a claim or argument in an informational text.
RI.7.9 Analyze how two or more authors writing about the same topic present information differently by choosing different evidence or offering different interpretations of facts.	Compare and contrast facts or evidence about the same topic provided by two authors.	Identify similarities in facts or evidence about the same topic provided by two authors.	Given an array of choices, identify two authors writing about the same topic.
RI.7.10 Read and comprehend grade-level informational texts, with scaffolding as needed. Use prior knowledge and previous experiences in order to make text-to-self, text-to-text, and text-to-world connections and comparisons.	Actively engage with grade-level/age-appropriate informational texts, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-world connections and comparisons.	Actively engage with grade-level/age-appropriate informational texts, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self or text-to-text connections and comparisons.	Actively engage with grade-level/age-appropriate informational texts, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self connections.

Eighth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
RI.8.1 Cite text evidence that strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.	Quote or paraphrase evidence from text to support answers to literal or inferential questions.	Locate details from a text to answer literal questions about an informational text.	Answer literal questions about an informational text.
RI.8.2 Analyze informational text development. a. Determine two or more central ideas in a text and analyze their development over the course of the text, including their relationship to supporting ideas. b. Provide an objective summary of the text that incorporates central ideas and their relationship to supporting ideas.	Given a graphic organizer, identify central ideas and supporting ideas in an informational text.	Given a graphic organizer, identify central ideas and relevant details in an informational text.	Identify one or more central idea(s) of an informational text.
RI.8.3 Analyze how an informational text makes connections and distinctions among individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Compare and/or contrast similarities and differences among ideas and events in an informational text.	Identify connections among ideas and events in an informational text.	Identify individuals, ideas, and/or events described in informational text.
RI.8.4 Explain how words and phrases shape meaning and tone in an informational text. a. Determine word and phrase meanings, including figurative, connotative, and technical meanings. b. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Identify the meaning of words or phrases as they are used in an informational text, including figurative, connotative, or technical meanings.	Identify words and/or phrases the author chooses that convey the tone within a section of an informational text.	Match a word or phrase to an image that represents the tone in an informational text.
RI.8.5 Analyze the structure of a specific paragraph in an informational text, including the role of particular sentences and text features in developing and refining a key concept.	Given a section of grade-level content informational text, identify the structure (cause/effect, sequence of events, problem/solution, etc.).	Match a section of informational text to its structure (cause/effect, sequence of events, problem/solution, etc.).	Match a section heading within the text to a given key concept.

Eighth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
RI.8.6 Determine an author's perspective and/or purpose in an informational text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Identify conflicting evidence and/or viewpoints within an informational text.	Identify details that show the author's purpose (to inform, to entertain, or to persuade) of an informational text.	Identify the author's purpose (to inform, to entertain, or to persuade) of an informational text.
RI.8.7 Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, audio, video, multimedia) to present a particular topic or idea.	Identify advantages or disadvantages in the treatment of a topic in different media forms (e.g., viewing an animation of plate tectonics vs reading about the Ring of Fire in a text).	Identify details in a text that are also evident in a different medium (e.g., a map, table, graph, or chart).	Identify the same idea depicted in two different forms of media (e.g., picture of George Washington at Mount Vernon and a paragraph describing Washington's life at Mount Vernon).
RI.8.8 Trace and evaluate the argument in an informational text. a. Identify specific claims in a text. b. Assess the soundness of reasoning. c. Assess if evidence is relevant and sufficient. d. Recognize when irrelevant evidence is introduced.	Identify a claim that is not supported by evidence in an informational text.	Match a claim to evidence provided in an informational text.	Identify a claim or argument in an informational text.
RI.8.9 Analyze how two or more informational texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact and/or interpretation.	Explain discrepancies in information about the same topic in two or more informational sources.	Identify discrepancies in information about the same topic in two different informational sources.	Identify two or more informational texts on the same topic.
RI.8.10 Read and comprehend grade-level informational texts, with scaffolding as needed. Use prior knowledge and previous experiences in order to make text-to-self, text-to-text, and text-to-world connections and comparisons.	Actively engage with grade-level/age-appropriate informational texts, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-world	Actively engage with grade-level/age-appropriate informational texts, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self or text-	Actively engage with grade-level/age-appropriate informational texts, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self connections.

Eighth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
	connections and comparisons.	to-text connections and comparisons.	

Ninth through Twelfth Grade

Ninth/Tenth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite details from the text to support the answers to literal and inferential questions using a grade-level/age appropriate text.	Cite details from the text to support the answers to literal questions.	Answer literal questions from the text.
RI.9-10.2 Analyze informational text development. a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details. b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.	Summarize a central ideas in a text, including the main topic and how the details impact ideas.	Identify the topic of a text and support it with central ideas and details.	Organize main ideas related to the central idea of a text using maps, bar graphs, or Venn diagrams.
RI.9-10.3 Analyze how the author unfolds an analysis series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Explain connections among events, ideas, individuals, or steps in a text.	Identify connections between two events, ideas, individuals, or steps in a text.	Identify steps, ideas, or events in a text.
RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on	Determine the meaning of words and phrases as they are used in a text; analyze figurative language,	Explain how the authors' word choice affects the tone of a text.	Match pictures to words or phrases based on how they are used in a text (e.g., match a picture of rain or snow with the word precipitation).

Ninth/Tenth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	connotation, and technical terms within a text.		
RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Explain how the author's use of various structures (e.g., sentences, paragraphs, chapters) contributes to the intent of the text.	Determine how the structure of the text (e.g., sentences, paragraphs) contributes to the effectiveness of the text.	Identify the intent of the text for the reader (e.g., inform, persuade).
RI.9-10.6 Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.	Describe how the author uses words and phrases to develop a perspective.	Determine which sentences and paragraphs in a text provide an author's perspective.	Identify the author's purpose in a text.
RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	Explain the effect of the similarities and differences between print and multimedia presentations of the same topic or idea.	Describe key similarities and differences within print and multimedia presentations of the same topic or idea.	Identify key details that depict differences in print and multimedia presentations of the same topic or idea.
RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Determine whether information is relevant to and sufficient for supporting a claim; explain when reasoning is fallacious or incomplete.	Identify relevant and irrelevant statements about a topic or claim.	Recognize relevant and irrelevant statements about a topic.
RI.9-10.9 Analyze seminal documents of historical and literary significance to the United States (e.g., George Washington's Farewell Address, Abraham Lincoln's Gettysburg Address, Franklin D. Roosevelt's "Four Freedoms" speech, Martin Luther King Jr.'s "Letter from Birmingham Jail"), including how they address related themes and concepts.	Determine the themes or concepts addressed in documents of historical and/or literary significance to the United States.	Identify the importance of documents of historical and/or literary significance to the United States.	Match documents of historical and/or literary significance to the United States to a related theme or concept.
RI.9-10.10 By the end of grade 9, read and comprehend literature—including stories, dramas,	Read grade level/age-appropriate, adapted	Read supported grade-level/age-appropriate,	Actively participate in supported grade-level/age-

Ninth/Tenth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
and poems—in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex texts. **RI.9-10.10** By the end of grade 10, read and comprehend literature— including stories, dramas, and poems—at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex texts.	informational or technical texts.	adapted informational or technical texts.	appropriate, adapted informational or technical texts.

Eleventh/Twelfth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Cite details from the text where information is uncertain and use this information to draw inferences about what might be meant.	Cite details from the text where information is uncertain.	Identify details from the text to support the answers to questions.
RI.11-12.2 Analyze informational text development. a. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.	Summarize the central ideas in a text and explain how one central idea builds on or supports another.	Identify the topic of a text and support it with details from the text.	Sequence two or more main ideas related to the central idea of a text.

Eleventh/Twelfth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Explain how the author ordered events and developed ideas to support the conclusions offered.	Explain connections among events, ideas, individuals, or steps and how they lead to the conclusion.	Explain connections between two events, ideas, individuals, or steps in a historical, scientific, or technical text.
RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how James Madison defines "faction" in Federalist No. 10).	Determine the figurative and connotative meanings of words and phrases; explain how the author uses content-specific terms to clarify or expand understanding of an idea.	Determine the meaning of key words or phrases based on context clues or graphic supports in a text.	Identify content specific words, key terms, or technical terms in a text.
RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his/her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Explain how well the author uses various structures (e.g., engaging topics and tone, convincing details, clear points) in the text.	Categorize relevant and irrelevant information related to an argument/claim.	Identify the author's argument.
RI.11-12.6 Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	Cite evidence from the text to support how the style and content of a text enhances the author's perspective or purpose.	Describe how the content of a text enhances the author's perspective.	Identify style and how it relates to the purpose of a text.
RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively, textually) to address a question or solve a problem.	Select appropriate text presented in different media or formats to determine their relevance in answering a question or solving a problem.	Using a set of multiple resources in various media or formats, determine their relevance in answering questions or solving problems.	Identify two or more sources of information for a specific topic.
RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and	Compare and contrast why statements about seminal	Identify relevant information from seminal U.S. text (e.g.,	Identify one or more examples of seminal U. S. texts (i.e., the U.S.

Eleventh/Twelfth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
arguments in works of public advocacy (e.g., The Federalist papers, presidential addresses).	U.S. texts are relevant or irrelevant.	Martin Luther King Jr.'s "I Have a Dream" speech).	Constitution, the Emancipation Proclamation, the Gettysburg Address, etc.).
RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Abraham Lincoln's second inaugural address) for their themes, purposes, and rhetorical features.	Determine the themes and/or purpose of seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance.	Given a quote from the document, identify a concept presented in seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance.	Match images or objects that represent meanings from within a document of historical or literary significance (e.g., match a picture of Abraham Lincoln with the Gettysburg Address).
RL.11-12.10 By the end of grade 11, read and comprehend literature—including stories, dramas, and poems—in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text. **RL.11-12.10** By the end of grade 12, read and comprehend literature— including stories, dramas, and poems—at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.	Read grade level/age-appropriate, adapted informational or technical text.	Read supported grade-level/age-appropriate, adapted informational or technical text.	Actively participate in supported grade-level/age-appropriate, adapted informational or technical text.

Reading Foundations Standards

The skills provided as examples in this strand may vary by grade level in the scope and sequence of the adopted HQIM from the Department's approved list. Districts and schools should follow the scope and sequence of their adopted HQIM.

Third through Fifth Grade

Third Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
RF.3.3 a. Decode words based on syllable type, aligned with scope and sequence of adopted HQIM, such as: • Monosyllabic words with diphthongs. • Multisyllabic words with vowel teams (long vowel, short vowel, diphthong). • Consonant -le syllable type. • Multisyllabic words by division type: VC/CV, V/CV, VC/V, CV/VC. • Multisyllabic words with schwa b. Decode words based on morphological structure, aligned with scope and sequence of adopted HQIM, such as: • Common prefixes (e.g., undo). • Common inflectional suffixes (e.g., walking). • Common derivational suffixes (e.g., teacher). • Common Latin roots (e.g., eject) c. Decode common high-frequency words with automaticity, aligned with the adopted HQIM, such as: • Phonetically regular words.	Given a two-syllable word decode/identify the initial, medial and final sound in one of the two syllables.	Decode/identify the initial, medial, or final sound in a given single-syllable word, using the most common consonant and short-vowel sounds.	Demonstrate understanding of letter-sound correspondences for 50-100% of consonants and short-vowels.

Third Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
• Partially regular words. • Irregular words.			
RF.3.4 Read texts with sufficient fluency to support comprehension. a. Orally read decodable, controlled texts containing previously taught patterns with accuracy, automaticity, and appropriate expression to gain meaning from text. b. Orally read a variety of grade-level texts with accuracy (targeted 95% or better), automaticity, and appropriate expression to gain meaning from the text, targeting 112 words correct per minute (wcpm) by the end of third grade. c. Self-monitor word recognition and understanding, rereading as necessary.	Independently read (orally or silently) a complete story in a decodable (connected or controlled) text, aligned to the phonics scope and sequence using self-correction strategies for purpose and understanding.	Independently read (orally or silently) connected or controlled text, aligned to the phonics scope and sequence.	Independently read (orally or silently) a 2-5 word simple sentence that is phonetically decodable (e.g., *The dog ran fast.*) and identify an image that represents the content of the sentence.

Fourth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
RF.4.3 Decode multisyllabic words, aligned with scope and sequence of adopted HQIM, using: a. Phoneme-grapheme correspondences b. Syllabication patterns c. Morphological structures (e.g., roots and affixes)	Apply letter-sound and syllable knowledge to decode phonetically regular words that include prefixes and suffixes.	Match affixes (prefixes/suffixes) to an image to show understanding of meaning (e.g., dis-, un-, pre-, re-, -ing, -ed, -er, -est, -e, -es, -y).	Identify the number of syllables in a given multisyllabic word.
RF.4.4 Read texts with sufficient fluency to support comprehension. a. Orally read decodable, controlled texts containing previously taught patterns with accuracy, automaticity, and appropriate expression to gain meaning from the text.	Independently read (orally or silently) a complete story from a controlled or decodable text and answer a comprehension question.	Independently read (orally or silently) a passage from a controlled or decodable text and identify an image that represents the content of the passage.	Independently read (orally or silently) a 5-7 word phonetically decodable sentence and identify an image that represents the content of the sentence.

Fourth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
b. Orally read a variety of grade-level texts with accuracy (targeting 95% or better), automaticity, and appropriate expression to gain meaning from the text, targeting 133 words correct per minute (wcpm) by the end of fourth grade. c. Self-monitor word recognition and understanding, rereading as necessary.			

Fifth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
RF.5.3 Decode multisyllabic words, aligned with scope and sequence of adopted HQIM, using: a. Phoneme-grapheme correspondences b. Syllabication patterns c. Morphological structures (e.g., roots and affixes)	Apply phonics skills and syllable division rules to decode common phonetically regular two-and three-syllable words (e.g., laptop, fantastic, complete).	Apply phonics skills to decode words. Use knowledge of letter-sound correspondence to read unfamiliar words including words with common roots.	Divide given words into syllables visually and/or orally.
RF.5.4 Read texts with sufficient fluency to support comprehension. a. Orally read decodable, controlled texts containing previously taught patterns with accuracy, automaticity, and appropriate expression to gain meaning from the text. b. Orally read a variety of grade-level texts with accuracy (targeting 95% or better), automaticity, and appropriate expression to gain meaning from the text, targeting 146 words correct per minute (wcpm) by the end of fifth grade. c. Self-monitor word recognition and understanding, rereading as necessary.	Independently read (orally or silently) a complete story from a controlled or decodable text and answer a comprehension question.	Independently read (orally or silently) a passage from a controlled or decodable text and identify an image that represents the content of the passage.	Independently read (orally or silently) two 5-7 word phonetically decodable sentences and identify an image(s) that represents the content of the sentences.

Sixth through Eighth Grade

Sixth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
RF.6.3 a. Decode words by applying morphological analysis, word recognition, and etymology including: • Roots • Prefixes • Suffixes b. Read common high-frequency words with automaticity such as: • Phonetically regular words: winter, test, beside • Partially regular words: square, region, believe • Irregular words: average, effect, verify c. Identify and know the meaning of common Latin and Greek: • Roots • Prefixes • Suffixes	Decode unfamiliar words with prefixes, roots, and suffixes by applying phonics skills, morphology, and syllable division rules.	Decode words using knowledge of letter-sound correspondence and irregular patterns to read high-frequency, partially regular and irregular words.	Decode words using knowledge of letter-sound correspondence to read high-frequency, phonetically regular words.
RF.6.4 Read grade-level texts with sufficient fluency to support comprehension. a. Orally read grade-level text with accuracy targeting 95% or greater, automaticity, and appropriate expression to gain meaning from text, targeting 146 wcpm by the end of sixth grade. b. Self-monitor word recognition and understanding, rereading as necessary.	Read (orally or silently with tracking) texts on grade-level topics or grade-level texts with increasing fluency, with the goal of 146 wcpm. Independently chart progress over time.	Read (orally or silently with tracking) decodable texts or texts on grade-level topics with increasing fluency, with the goal of 146 wcpm. Chart progress over time with fading adult supports.	Read (orally or silently with tracking) decodable or controlled text with increasing fluency, with the goal of 146 wcpm. Chart progress over time with fading adult supports.

Seventh Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
RF.7.3 a. Decode words by applying morphological analysis, word recognition, and etymology including: • Roots • Prefixes • Suffixes b. Read common high-frequency words with automaticity such as: • Phonetically regular words: winter, test, beside • Partially regular words: square, region, believe • Irregular words: average, effect, verify c. Identify and know the meaning of common Latin and Greek: • Roots • Prefixes • Suffixes	Decode unfamiliar words with prefixes, roots, and suffixes by applying phonics skills, morphology, and syllable division rules.	Decode words using knowledge of letter-sound correspondence and irregular patterns to read high-frequency, partially regular and irregular words.	Decode words using knowledge of letter-sound correspondence to read high-frequency, phonetically regular words
RF.7.4 Read grade-level texts with sufficient fluency to support comprehension. a. Orally read grade-level text with accuracy targeting 95% or greater, automaticity, and appropriate expression to gain meaning from text, targeting 146 wcpm or greater by the end of seventh grade. b. Self-monitor word recognition and understanding, rereading as necessary.	Read (orally or silently with tracking) texts on grade-level topics or grade-level texts with increasing fluency, with the goal of 146 wcpm. Independently chart progress over time.	Read (orally or silently with tracking) decodable texts or texts on grade-level topics with increasing fluency, with the goal of 146 wcpm. Chart progress over time with fading adult supports.	Read (orally or silently with tracking) decodable or controlled text with increasing fluency, with the goal of 146 wcpm. Chart progress over time with fading adult supports.

Eighth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
RF.8.3 a. Decode words by applying morphological analysis, word recognition, and etymology including: • Roots • Prefixes • Suffixes b. Read common high-frequency words with automaticity such as: • Phonetically regular words: winter, test, beside • Partially regular words: square, region, believe • Irregular words: average, effect, verify c. Identify and know the meaning of common Latin and Greek: • Roots • Prefixes • Suffixes	Decode unfamiliar words with prefixes, roots, and suffixes by applying phonics skills, morphology, and syllable division rules.	Decode words using knowledge of letter-sound correspondence and irregular patterns to read high-frequency, partially regular and irregular words.	Decode words using knowledge of letter-sound correspondence to read high-frequency, phonetically regular words
RF.8.4 Read connected texts with sufficient fluency to support comprehension. a. Orally read grade-level text with accuracy targeting 95% or greater, automaticity, and appropriate expression to gain meaning from text, targeting 146 wcpm or greater by the end of eighth grade. b. Self-monitor word recognition and understanding, rereading as necessary.	Read (orally or silently with tracking) texts on grade-level topics or grade-level texts with increasing fluency, with the goal of 146 wcpm. Independently chart progress over time.	Read (orally or silently with tracking) decodable texts or texts on grade-level topics with increasing fluency, with the goal of 146 wcpm. Chart progress over time with fading adult supports.	Read (orally or silently with tracking) decodable or controlled text with increasing fluency, with the goal of 146 wcpm. Chart progress over time with fading adult supports.

Writing Foundations Standards (NEW)

The skills provided as examples in this strand may vary by grade level in the scope and sequence of the adopted HQIM from the Department's approved list. Districts and schools should follow the scope and sequence of their adopted HQIM.

Third through Fifth Grade

Third Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
WF.3.1 Write legibly in manuscript and/or cursive. a. Write letters legibly to focus attention on composing ideas rather than forming letters. b. Write legibly at a pace that supports sustained composition and notetaking across sentences and paragraphs.	Produce legible writing, in print or manuscript, using individualized tools, to compose an idea or thought.	Produce legible writing, in print or manuscript, using individualized tools.	Sort letters between manuscript and cursive.
WF.3.2 a. Encode words, aligned with scope and sequence of adopted HQIM, such as: • Multisyllabic words using knowledge of syllable types including open, closed, vowel-consonant -e, vowel teams (including diphthongs), r-controlled vowels, consonant -le, and Schwa. • High-frequency words using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity. b. Encodes words with patterns, aligned with scope and sequence of adopted HQIM, such as: • Two- to three-consonant blends, including those containing digraphs.	Capture in print, letters representing the initial, medial and final sound(s) in a word.	Capture in print, letters representing at least two of three initial, medial, or final sound(s) in a word.	Capture in print, letters representing the initial, medial, or final sound(s) in a word.

Third Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
• Consonant digraphs, trigraphs, and silent letter combinations. • Common prefixes (e.g., undo). • Common inflectional suffixes (e.g., walking). • Common derivational suffixes (e.g., teacher). • Consonant doubling for suffix addition. • Drop the silent *e* for suffix addition. • Change *y* to *I* for suffix addition.			
WF.3.3 Write complete sentences that demonstrate knowledge of conventions. a. Include the parts of a complete sentence (subject and predicate) b. Identify and correct sentence fragments and run-on sentences. c. Use articles *a, an,* and *the* correctly. d. Use simple abbreviations, including days of the week, months of the year, titles, units of metric and customary measurement, street names, and state names.	Produce a simple sentence with a subject, predicate, capitalization, and ending punctuation, using individualized tools.	Produce a simple sentence with a subject and predicate, using individualized tools.	Build a simple sentence given a sentence template or frame and an array of nouns, verbs, and punctuation, using individualized tools.

Fourth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
WF.4.1 Write legibly in manuscript and/or cursive. a. Write letters legibly to focus attention on composing ideas rather than forming letters. b. Write legibly at a pace that supports sustained composition and notetaking across sentences and paragraphs.	Produce legible writing, in print or manuscript, using individualized tools, to compose an idea or thought in a complete sentence.	Produce legible writing, in print or manuscript, using individualized tools, to compose an idea or thought in a word or phrase.	Produce legible writing, in print or manuscript, using individualized tools.

Fourth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
WF.4.2 Encode words, aligned with scope and sequence of adopted HQIM, such as: a. Multisyllabic words using knowledge of syllable types including open, closed, vowel-consonant-e, vowel-teams, r-controlled vowels, consonant -le, and schwa. b. Unfamiliar multisyllabic words, using knowledge of roots, prefixes, and suffixes. c. High-frequency words, using predictable, decodable phoneme-grapheme correspondences. d. Homophones (e.g., to, two, too).	Capture in print, the spelling of a syllable within a multisyllabic word.	Capture in print, letters representing the initial, medial and final sound(s) in a syllable or monosyllabic word.	Capture in print, letters representing the initial, medial, or final sound in a syllable or monosyllabic word.
WF.4.3 Write complete sentences that demonstrate knowledge of conventions. a. Use relative pronouns *who, whose, which* and *that*, relative adverbs *where, when*, and *how*, and irregular possessive nouns. b. Form and use the progressive verb tenses (e.g., she *is* talking, she *was* talking, she *will be* talking). c. Use modal auxiliary verbs to convey various conditions (e.g., can, could, may, might, must, shall, should, will, and would).	Independently produce a compound or complex sentence with pronouns, verb tenses, and ending punctuation, using individualized tools.	Produce a simple sentence with pronouns, verb tenses, and ending punctuation, using individualized tools.	Build a simple sentence given a sentence template or frame and an array of pronouns, verb tenses, and ending punctuation, using individualized tools.

Fifth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
WF.5.1 Write fluently and legibly in manuscript and/or cursive. a. Write legibly to communicate and support sustained compositions across tasks.	Produce legible writing, in print or manuscript, using individualized tools, to compose an idea or thought in a complete sentence.	Produce legible writing, in print or manuscript, using individualized tools, to compose an idea or thought in a word or phrase.	Produce legible writing, in print or manuscript, using individualized tools. Produce legible writing, in print or

Fifth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
b. Place text elements correctly on the page (e.g., headings, titles, paragraph indentations).			manuscript, using individualized tools.
WF.5.2 Encode words, aligned with scope and sequence of adopted HQIM, such as: a. Multisyllabic words using knowledge of syllable types. b. Unfamiliar multisyllabic words, using knowledge of roots, prefixes, and suffixes. c. High-frequency words, using morphological structures.	Independently encode: • A syllable in an unfamiliar word; • A learned prefix, root, or suffix; or • A learned high-frequency word.	Capture in print, the spelling of a syllable within a multisyllabic word.	Capture in print, letters representing the initial, medial and final sound(s) in a syllable or monosyllabic word.
WF.5.3 Write in complete sentences to demonstrate knowledge of conventions. a. Use varied pronouns and their antecedents correctly in composing and revising writing (e.g., Eddie played his guitar; Sarah and Megan played their instruments.). b. Use subject-verb agreement correctly when composing and revising writing. c. Use verb tenses to convey various times, sequences, states, and conditions. d. Recognize and correct shifts in verb tense, including subject-verb agreement. e. Use perfect verb tenses to compose and revise writing. (e.g., I have finished my work. She has finished her work. f. Use correlative conjunctions correctly when composing and revising writing (e.g., You can have either cake or pie for dessert).	Independently produce a compound or complex sentence with a conjunction, using individualized tools.	Produce a simple sentence with pronouns, verb tenses, and ending punctuation, using individualized tools.	Build a simple sentence given a sentence template or frame and an array of pronouns, verb tenses, and ending punctuation, using individualized tools.

Sixth through Eighth Grade

Sixth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
WF.6.1 Write fluently and legibly in manuscript and/or cursive, at a pace that supports sustained composition and notetaking.	Produce legible writing, using individualized tools, to compose an idea or thought in a complete sentence.	Produce legible writing, using individualized tools, to compose an idea or thought in a word or phrase.	Produce legible writing using individualized tools.
WF.6.2 Apply knowledge of grade-appropriate morphological awareness, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately. a. Encode grade-appropriate multi-syllabic words using knowledge of syllable types. b. Apply knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words. c. Encode grade-appropriate irregular words.	Independently encode: • A syllable in an unfamiliar word; or • A learned prefix, root, or suffix; or • A learned high-frequency word.	Capture in print, the spelling of an unchanging monosyllabic base word with an affix (e.g., redo, cats, going).	Capture in print, the spelling of a monosyllabic word (CVC, VCe, CV).

Seventh Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
WF.7.1 Write fluently and legibly in manuscript and/or cursive, at a pace that supports sustained composition and notetaking.	Capture ideas or thoughts in print, using individualized tools, to take notes in words or phrases.	Capture ideas or thoughts in print, using individualized tools, to take notes including pictures, icons, words or phrases.	Capture ideas or thoughts in print (including pictures or icons), using individualized tools, to take notes.
WF.7.2 Apply knowledge of grade-appropriate morphological awareness, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately. a. Encode grade-appropriate multi-syllabic words using knowledge of syllable types.	Independently encode: • A syllable in an unfamiliar word; or • A learned prefix, root, or suffix; or	Capture in print, the spelling of an unchanging monosyllabic base word with an affix (e.g., redo, cats, going).	Capture in print, the spelling of a monosyllabic word (CVC, VCe, CV).

Seventh Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
b. Apply knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words. c. Encode grade-appropriate irregular words.	• A learned high-frequency word.		

Eighth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
WF.8.1 Write fluently and legibly in manuscript and/or cursive, at a pace that supports sustained composition and notetaking.	Capture ideas or thoughts in print, using individualized tools, to take notes in words or phrases.	Capture ideas or thoughts in print, using individualized tools, to take notes including pictures, icons, words or phrases.	Capture ideas or thoughts in print (including pictures or icons), using individualized tools, to take notes.
WF.8.2 Apply knowledge of grade-appropriate morphological awareness, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately. a. Encode grade-appropriate multi-syllabic words using knowledge of syllable types. b. Apply knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words. c. Encode grade-appropriate irregular words.	Independently encode: • A syllable in an unfamiliar word; or • A learned prefix, root, or suffix; or • A learned high-frequency word; or • A word with irregular sound-symbol correspondence.	Independently encode: • A syllable in an unfamiliar word; or • A learned prefix, root, or suffix; or • A learned high-frequency word.	Capture in print, the spelling of an unchanging monosyllabic base word with an affix (e.g., redo, cats, going).

Writing Standards

Third through Fifth Grade

Third Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
W.3.1 Write opinion pieces that include: a. An introduction with a clear topic sentence; b. A stated opinion; c. Reasons that support a point of view with evidence or examples; d. A concluding statement or section; e. Organizational structure; f. Linking words and phrases; g. Relevant vocabulary; h. Complete sentences; and i. Grade-level phonics-based spelling.	Compose a statement of opinion with at least two supporting details.	Compose a statement of opinion with one supporting detail.	Express an opinion on a topic that is captured in writing.
W.3.2 Write informative/explanatory pieces that include: a. An introduction with a clear topic sentence; b. Facts, definitions, and/or details to develop the topic; c. A concluding statement or section; d. Organizational structure; e. Linking words and phrases; f. Relevant vocabulary; g. Complete sentences; and h. Grade-level phonics-based spelling.	Compose a topic sentence that includes at least two supporting facts or details.	Compose a topic sentence that includes at least one fact or detail.	Express a fact or detail that is captured in writing.
W.3.3 Write narratives that develop real or imagined sequenced events including: a. An introduction; b. A situation and narrator and/or characters;	Compose an imaginary narrative that includes characters, settings, and/or events.	Compose a narrative about a personal experience that includes a beginning, middle, and end.	Share about a personal experience that is captured in writing.

Third Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
c. Dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events; d. A conclusion; e. Organizational structure; f. Temporal words and phrases; g. Descriptive details; h. Complete sentences; and i. Grade-level phonics-based spelling.			
W.3.4 With gradually fading adult support, produce writing, collaboratively and independently, in which the development and organization are appropriate to task, purpose, and audience.	With gradually fading adult support, produce multiple sentences that are organized for a specific task or purpose.	With gradually fading adult support, produce a topic sentence for a specific task or audience.	With gradually fading adult support, contribute ideas to produce collaborative group writing.
W.3.5 With gradually fading adult support, plan, revise and edit writing to improve clarity, organization, and conventions (capitalization, punctuation, spelling), using feedback from adults or peers.	With gradually fading adult support, identify edits specific to capitalization, punctuation, and organization in a given paragraph.	With gradually fading adult support, organize multiple given sentences into a logically-sequenced paragraph.	With gradually fading adult support, identify ending punctuation symbols and their placement at the end of the sentence.
W.3.6 With gradually fading adult support, use a variety of digital skills (e.g., keyboarding) and tools (e.g., multimedia platforms) to produce and publish writing.	With gradually fading adult support, produce and publish writing using digital skills, including keyboarding and assistive technology tools.	With gradually fading adult support, produce and publish writing using digital skills, including keyboarding and assistive technology tools.	With gradually fading adult support, produce and publish writing using digital skills, including keyboarding and assistive technology tools.
W.3.7 Recall information from personal experiences or gather information from sources to: a. Take brief notes; b. Sort evidence into focused categories; and c. Answer a specific question in writing.	Use multiple sources, which may include personal experience, to identify facts that answer a question about a topic.	Use multiple sources, which may include personal experience, to identify a fact about a topic.	Sort evidence from multiple sources into provided categories (e.g., food, habitat, clothing, etc.).

Third Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
W.3.8 Engage in brief research projects, collaboratively and independently, by a. Gathering information from a variety of sources on a topic; b. Recording observations; and c. Composing short reports using grade-level vocabulary and sentence structure.	Collaboratively or independently compose a short report on a given topic using a template.	Select and record topical information gathered from a variety of sources.	Select information on a specific topic from a provided set of sources.
W.3.9 (Begins in grade 4)			
W.3.10 Write routinely in a single session and/or over multiple sessions; engage in planning, drafting, editing, and revising for a range of discipline-specific tasks, purposes, and audiences.	Plan and draft writing routinely in a single and/or multiple sessions for a range of discipline-specific tasks and/or audiences.	Plan an outline for writing in a single session, using a graphic organizer or template, specific to a task and/or purpose.	Engage in writing tasks in a single session, for a discipline-specific task and/or purpose.

Fourth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
W.4.1 Write opinion pieces that include: a. An introduction with a clear topic sentence; b. A stated opinion; c. Reasons supported by evidence or examples from the text(s); d. A concluding **statement**; e. Organizational structure to support the writer's purpose; f. Linking words and phrases; g. Relevant vocabulary; h. Sentence variety; and i. Grade-level phonics-based spelling.	Given an opinion statement, select an introductory sentence and concluding sentence given an array of choices.	Using a template, compose a statement of opinion by selecting a conjunction (e.g., because, since) and providing at least one reason to support it.	Compose a statement of opinion and one supporting detail, using a template (e.g., I like ___ better, because ___).
W.4.2 Write informative/explanatory pieces that include:	Given an introductory sentence and concluding	Given a topic statement, select an introductory	Given a template, compose a sentence that conveys

Fourth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
a. An introduction with a clear topic sentence; b. Facts, definitions, details, quotations and/or examples from the text(s) to develop the topic; c. A concluding statement; d. Organizational structure to support the writer's purpose; e. Linking words and phrases; f. Relevant vocabulary; g. Sentence variety; and h. Grade-level phonics-based spelling.	sentence on a topic within a template, compose one or more sentences that add details or examples to develop the topic.	sentence and concluding sentence given an array of choices.	information including one concrete fact and using domain-specific vocabulary.
W.4.3 Write narratives that develop real or imagined sequenced events including: a. An introduction; b. A situation and narrator and/or characters; c. Dialogue and description of experiences and events; d. A conclusion; e. Organizational structure to support the writer's purpose; f. Transitional words and phrases; g. Descriptive and/or sensory details; h. Sentence variety; and i. Grade-level phonics-based spelling.	Given a drafted narrative, add dialogue between two or more characters.	Given a template, compose a narrative including characters, setting, and events in a sequential order.	Given a template, select a beginning, middle, and end to compose a narrative.
W.4.4 Produce clear and coherent writing, collaboratively and independently, in which the development and organization are appropriate to task, purpose, and audience.	With gradually fading adult support, produce multiple sentences that are organized for a specific task or purpose.	With gradually fading adult support, produce a topic sentence for a specific task or audience.	With gradually fading adult support, contribute ideas to produce collaborative group writing.
W.4.5 With gradually fading adult support, plan, revise, and edit writing to improve clarity, organization, and conventions (capitalization,	With gradually fading adult support, identify edits specific to capitalization,	With gradually fading adult support, organize multiple given sentences into a	With gradually fading adult support, identify punctuation

Fourth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
punctuation, spelling), using feedback from adults or peers.	punctuation, spelling, and organization in a given paragraph.	logically-sequenced paragraph.	symbols and their placement at the end of the sentence.
W.4.6 With gradually fading adult support, use a variety of digital skills (e.g., keyboarding) and tools (e.g., multimedia platforms) to produce and publish writing.	With gradually fading adult support, produce and publish writing using digital skills, including keyboarding and assistive technology tools.	With gradually fading adult support, produce and publish writing using digital skills, including keyboarding and assistive technology tools.	With gradually fading adult support, produce and publish writing using digital skills, including keyboarding and assistive technology tools.
W.4.7 Recall relevant information from personal experiences or gather relevant information from sources to: a. Take notes; b. Categorize information; c. Answer a specific question in writing; and d. Provide a list of sources.	Record a response to a specific question related to a personal experience.	Sort recorded information from personal experiences into provided categories.	Record information relevant to a personal experience.
W.4.8 Engage in brief research projects, collaboratively and independently, that investigate different aspects of a topic by: a. Gathering information from a variety of sources on a topic; b. Recording observations; and c. Composing short reports using grade-level vocabulary and sentence variety.	Investigate sources to provide multiple details in a short report on a given topic using a template.	Collect and record at least one detail about a given topic from a selected source.	Select a source to share knowledge about a topic.
W.4.9 Use evidence from literary or informational texts to support analysis, reflection, and research.	Organize notes on given topic to begin the development of a short research project.	Select notes related to grade-level topics using literary or informational materials to support understanding (e.g., gathering information about Ohio to support background	Match literary and informational texts on the same topic.

Fourth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
		knowledge for a narrative set in Ohio).	
W.4.10 Write routinely in a single session and/or over multiple sessions; engage in planning, drafting, editing, and revising for a range of discipline-specific tasks, purposes, and audiences.	Plan and draft writing routinely in a single and/or multiple sessions for a range of discipline-specific tasks and/or audiences.	Plan an outline for writing in a single session, using a graphic organizer or template, specific to a task and/or purpose.	Engage in writing tasks in a single session, for a discipline-specific task and/or purpose.

Fifth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
W.5.1 Write opinion pieces that include: a. An introduction with a clear topic; b. A stated opinion; c. Logically ordered reasons supported by facts and details; d. A concluding statement; e. Organizational structure to support the writer's purpose; f. Linking words, phrases, and clauses; g. Precise language and/or domain-specific vocabulary; h. Sentence variety; and i. Grade-level spelling.	Given a template or graphic organizer, compose a paragraph based on an opinion to include a topic sentence, supporting details, and concluding statement.	Given a template with a topic sentence, compose an opinion sentence and a concluding statement related to the opinion.	Given a template, compose an opinion sentence and use a linking word to support the opinion.
W.5.2 Write informative/explanatory pieces that include: a. An introduction with a clear topic and focus; b. Facts, definitions, concrete details, quotations and examples to develop the topic; c. A concluding statement; d. Organizational structure to support the writer's purpose;	Given a template or graphic organizer, compose a paragraph based on a given topic, including a introductory sentence, supporting details, and concluding statement.	Given a template with an introductory sentence, compose supporting details and a concluding statement related to the given topic.	Given a template, compose a sentence that conveys information including one concrete fact and using domain-specific vocabulary.

Fifth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
e. Linking words, phrases and clauses; f. Precise language and domain-specific vocabulary; g. Sentence variety; and h. Grade-level spelling.			
W.5.3 Write narratives that develop real or imagined sequenced events including: a. An introduction; b. A situation with a narrator and/or characters; c. Dialogue, description, and pacing to develop experiences and events; d. A conclusion; e. Organizational structure to support the writer's purpose; f. Transitional words, phrases, and clauses; g. Precise language and sensory details; h. Sentence variety; and i. Grade-level spelling.	Given a template, compose a narrative that includes sensory details about the character, setting, and events.	Given a template, compose a narrative using transitional words to organize the sequence of events.	Given a template, compose an imagined narrative including a beginning, middle, and end.
W.5.4 Produce clear and coherent writing, collaboratively and independently, in which the development and organization are appropriate to task, purpose, and audience.	With gradually fading adult support, produce multiple sentences that are organized for a specific task or purpose.	With gradually fading adult support, produce a topic sentence for a specific task or audience.	With gradually fading adult support, contribute ideas to produce collaborative group writing.
W.5.5 With gradually fading adult support, plan, revise, and edit writing to improve clarity, organization, and conventions (e.g., capitalization, punctuation, spelling), using feedback from adults or peers.	With gradually fading adult support, identify edits specific to capitalization, punctuation, spelling, and organization in a given paragraph.	With gradually fading adult support, organize multiple given sentences into a logically-sequenced paragraph.	With gradually fading adult support, identify punctuation symbols and their placement at the end of the sentence.
W.5.6 With gradually fading adult support, use a variety of digital skills (e.g., keyboarding) and tools	With gradually fading adult support, produce and publish writing using digital	With gradually fading adult support, produce and publish writing using digital	With gradually fading adult support, produce and publish writing using digital

Fifth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
(e.g., multimedia platforms) to produce and publish writing.	skills, including keyboarding and assistive technology tools.	skills, including keyboarding and assistive technology tools.	skills, including keyboarding and assistive technology tools.
W.5.7 Use relevant information from personal experiences or sources to: a. Take notes; b. Summarize or paraphrase information; and c. Provide a list of sources.	Identify sources and gather notes on a topic.	Given information from a source (e.g., an experience, a video, a passage), select a sentence that summarizes the information presented.	Recall information from personal experiences in print.
W.5.8 Engage in independent research projects that investigate different aspects of a topic by: a. Using multiple sources on a topic; b. Recording observations; and c. Composing short reports using grade-level vocabulary and sentence variety.	Given a template, record notes during two or more observations as part of a short research project.	Given a template, record information from a source(s) to compose a short research report.	Given a source, explore a topic and record relevant information.
W.5.9 Use evidence from grade-level literary or informational texts to support analysis, reflection, and research.	Organize notes on given topic to begin the development of a short research project.	Select notes related to grade-level topics using literary or informational materials to support understanding (e.g., gathering information about Ohio to support background knowledge in a narrative set in Ohio).	Match literary and informational texts on the same topic.
W.5.10 Write routinely in a single session and/or over multiple sessions; engage in planning, drafting, editing, and revising for a range of discipline-specific tasks, purposes, and audiences.	Plan and draft writing routinely in a single and/or multiple sessions for a range of discipline-specific tasks and/or audiences.	Plan an outline for writing in a single session, using a graphic organizer or template, specific to a task and/or purpose.	Engage in writing tasks in a single session, for a discipline-specific task and/or purpose.

Sixth through Eighth Grade

Sixth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
W.6.1 Write argumentative pieces that include: a. A thesis statement, within the introduction, to present an argument; b. Clear reasons and relevant evidence to support claim(s) that are well organized and demonstrate an understanding of the topic or text; c. Words, phrases, and clauses that clarify the relationship among claim(s) and reasons; d. Precise language and domain-specific vocabulary; e. Language appropriate to the audience and purpose; f. Use of credible sources; and g. A concluding statement or section that follows from the argument presented.	Given a partially completed template or graphic organizer, compose a paragraph based on an opinion that includes: • A thesis statement; • Supporting reasons or evidence using a credible source; and • A concluding statement.	Given a partially completed template with a topic sentence, compose an opinion sentence and a concluding statement related to the opinion, using 1-2 domain-specific vocabulary words.	Given a partially completed template, compose an opinion sentence and use a linking word to support the opinion.
W.6.2 Write informative/explanatory pieces that include: a. A thesis statement, within the introduction, to present the topic; b. Relevant facts, definitions, concrete details, quotations, or other information or details to develop the topic; c. Organized text structure such as description, chronology/sequence, problem/solution, compare/contrast, and cause/effect; d. Appropriate transitions to clarify relationships among ideas and concepts;	Given a partially completed template or graphic organizer, compose a paragraph based on a topic that includes: • An introductory sentence; • Supporting details; • Domain-specific vocabulary; and • A concluding statement.	Given a template with an introductory sentence, compose supporting details and a concluding statement related to the given topic, using domain-specific vocabulary.	Given a template, compose a sentence that conveys information including one concrete fact and domain-specific vocabulary.

Sixth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
e. Precise language and domain-specific vocabulary; f. Language appropriate to the audience and purpose; g. Formatting, graphics, and multimedia to clarify information presented, if needed; h. Use of credible sources; and i. A concluding statement or section that follows from the information or explanation presented.			
W.6.3 Write narratives that develop real or imagined sequenced events that include: a. An introduction to engage and orient the reader that establishes context and introduces a narrator and/or characters; b. An organized event sequence; c. Dialogue, pacing, and description to develop experiences, events, and/or characters; d. A variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; e. Precise language, relevant descriptive details, and sensory language; and f. A conclusion that follows from the narrated experiences or events.	Given a partially completed template and/or graphic organizer, compose a narrative that includes descriptions of: • Setting(s); • Characters; • An organized sequence of events; and • A conclusion.	Given a partially completed template and/or graphic organizer, compose a narrative that includes: • Setting; • Characters; and • An organized sequence of events.	Given a partially completed template and/or graphic organizer, compose a narrative using: • Pictures, words, and/or sentences; and • A beginning, middle, and end.
W.6.4 Produce clear and coherent writing, in which the development and organization are appropriate to task, purpose, and audience.	Produce multiple sentences that are organized for a specific task or purpose.	Produce a topic sentence for a specific task or audience.	Given a topic sentence, select relevant details.
W.6.5 With gradually fading adult support, plan, revise, and edit writing to improve clarity, organization, and conventions (e.g., capitalization,	With gradually fading adult support, use a rubric or	With gradually fading adult support, edit simple	With gradually fading adult support, organize multiple given sentences into a

Sixth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
punctuation, spelling), using feedback from adults or peers.	checklist to identify errors in conventions.	sentences to improve conventions.	logically-sequenced paragraph.
W.6.6 Use a variety of digital skills (e.g. keyboarding) and tools (e.g. multimedia platforms) to produce and publish writing.	Collaboratively produce and publish writing using digital skills (e.g., keyboarding and assistive technology tools).	Collaboratively produce and publish writing using digital skills (e.g., keyboarding and assistive technology tools).	Collaboratively produce and publish writing using digital skills (e.g., keyboarding and assistive technology tools).
W.6.7 Conduct independent research projects to answer a question by: a. Using multiple sources on a topic; b. Recording relevant evidence; and c. Evaluating and determining relevancy of evidence.	Identify relevant information from two or more sources to answer questions.	Identify questions for research on a given topic.	Select a relevant source on a given research topic.
W.6.8 Gather and use relevant information from multiple print and digital resources. a. Assess the credibility of each source. b. Accurately quote or paraphrase the data and conclusions of others to avoid plagiarism. c. List basic bibliographic information for sources to avoid plagiarism.	Given a graphic organizer or template, select relevant information from several sources and organize it to compose a short research report.	Select relevant information from a relevant and credible source about a topic to include in a short research report.	Given key words, phrases, or questions, search for information from print and digital resources.
W.6.9 Use evidence from grade-appropriate literary or informational texts to support analysis, elaboration, reflection, and research.	Organize evidence (notes) on a grade-appropriate topic to begin the development of a short research project.	Select relevant information from grade-appropriate, credible sources and organize it to summarize findings.	Gather information from literary or informational texts to build knowledge on a topic.
W.6.10 Write routinely in a single session and/or over multiple sessions; engage in planning, drafting, editing, and revising for a range of discipline-specific tasks, purposes, and audiences.	Plan and draft writing routinely in a single and/or multiple sessions for a range of discipline-specific tasks and/or audiences.	Plan an outline for writing in a single session, using a graphic organizer or template, specific to a task and/or purpose.	Engage in writing tasks in a single session, for a discipline-specific task and/or purpose.

Seventh Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
W.7.1 Write argumentative pieces that include: a. A clear thesis statement, within the introduction, to present an argument; b. An introduction of claim(s), with clearly organized reasons and an acknowledgement of alternate or opposing claims; c. Clear reasons and relevant evidence to support claim(s) that are well organized, include logical reasoning, and demonstrate an understanding of the topic or text; d. Words, phrases, and clauses that create cohesion and clarify the relationships among claim(s), reasons, and evidence; e. Precise language and domain-specific vocabulary; f. Language appropriate to the audience and purpose; g. Use of accurate, credible sources; and h. A concluding statement or section that supports the argument presented.	Given a partially completed template or graphic organizer, compose a paragraph based on a claim that includes: • A thesis statement; • Supporting reasons or evidence using a credible source; • Domain-specific vocabulary; and • A concluding statement.	Given a partially completed template, compose a thesis statement, using domain-specific vocabulary to support an opinion.	Given a partially completed template and domain-specific vocabulary, compose a thesis statement to support an opinion.
W.7.2 Write informative/explanatory pieces that include: a. A clear thesis statement, within the introduction, previewing what is to follow; b. Relevant facts, definitions, concrete details, quotations, or other information or details to develop the topic; c. Organized text structure such as description, chronology/sequence, problem/solution, compare/contrast, and cause/effect;	Given a partially completed template or graphic organizer, compose a paragraph based on a topic that includes: • A thesis statement; • Relevant facts or details using a credible source; • Domain-specific vocabulary; and	Given a partially completed template, compose a thesis statement, using domain-specific vocabulary to develop a topic.	Given a partially completed template and domain-specific vocabulary, compose a thesis statement to develop a topic.

Seventh Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
d. Appropriate transitions to create cohesion and clarify relationships among ideas and concepts; e. Precise language and domain-specific vocabulary; f. Language appropriate to the audience and purpose; g. Formatting, graphics, and multimedia to clarify information presented, if needed; h. Use of accurate, credible sources; and i. A concluding statement or section that supports the information or explanation presented.	• A concluding statement.		
W.7.3 Write narratives that develop real or imagined sequenced events that include: a. An introduction to engage and orient the reader that establishes context and introduces a narrator and/or characters; b. An organized event sequence; c. Dialogue, pacing, and description to develop experiences, events, and/or characters; d. A variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; e. Precise language, relevant descriptive details, and sensory language; and f. A conclusion that follows from and reflects on the narrated experiences or events.	Given a partially completed template and/or graphic organizer, compose a narrative about a personal experience and/or story that includes descriptions of: • Setting; • Characters/people; and • A logical sequence of events (beginning, middle, and end).	Given a partially completed template and/or graphic organizer, compose a narrative about a personal experience that includes: • Setting; and • A logical sequence of events (beginning, middle, and end).	Given a series of images that represent a personal experience, compose a narrative about a personal experience using: • Pictures, words, and/or sentences; and • A beginning, middle, and end.
W.7.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	Produce multiple sentences that are organized for a specific task or purpose.	Produce a topic sentence for a specific task or audience.	Given a topic sentence, select relevant details.

Seventh Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
W.7.5 With gradually fading adult support, plan, revise, and edit writing to improve clarity, organization, and conventions (e.g., capitalization, punctuation, spelling), using feedback from adults or peers.	With gradually fading adult support, use a rubric or checklist to identify errors in conventions.	With gradually fading adult support, edit simple sentences to improve conventions.	With gradually fading adult support, organize multiple given sentences into a logically-sequenced paragraph.
W.7.6 Use a variety of digital skills (e.g. keyboarding) and tools (e.g. multimedia platforms) to produce and publish writing, link and/or cite sources, and collaborate with others.	Collaboratively produce and publish writing using digital skills (e.g., keyboarding and assistive technology tools).	Collaboratively produce and publish writing using digital skills (e.g., keyboarding and assistive technology tools).	Collaboratively produce and publish writing using digital skills (e.g., keyboarding and assistive technology tools).
W.7.7 Conduct independent research projects to answer a question by: a. Using multiple sources on a topic; b. Recording relevant evidence; c. Evaluating and determining the relevancy of evidence; and d. Generating additional, related questions for further research and investigation.	Identify relevant information from two or more sources to answer questions.	Identify questions for research on a given topic.	Select two relevant sources on a given research topic.
W.7.8 Gather and use relevant information from multiple print and digital resources. a. Use search terms effectively. b. Assess the credibility and accuracy of each source. c. Accurately quote or paraphrase the data and conclusions of others to avoid plagiarism. d. Cite sources to avoid plagiarism, using a standard format.	Given a graphic organizer or template, select relevant information, including quotes, from several sources and organize it to compose a short research report.	Select quotes from relevant and credible sources about a topic to include in a short research report.	Select key words, phrases, or questions to search for relevant information from print and digital resources.
W.7.9 Use evidence from grade-appropriate literary or informational texts to support analysis, elaboration, reflection, and research.	Given a graphic organizer or template, develop a short research project using relevant information from	Select relevant information from grade-appropriate, credible sources and organize it to summarize findings.	Gather information from grade-appropriate literary or informational texts to build knowledge on a topic.

Seventh Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
	grade-appropriate, credible sources.		
W.7.10 Write routinely in a single session and/or over multiple sessions; engage in planning, drafting, editing, and revising for a range of discipline-specific tasks, purposes, and audiences.	Plan and draft writing routinely in single and/or multiple sessions for a range of discipline-specific tasks and/or audiences.	Plan an outline for writing in a single session, using a graphic organizer or template, specific to a task and/or purpose.	Engage in writing tasks in a single session, for a discipline-specific task and/or purpose.

Eighth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
W.8.1 Write argumentative pieces that include: a. A clear thesis statement, within the introduction, to present an argument; b. An introduction of claim(s) with clearly organized reasons and an acknowledgement of alternate or opposing claims; c. Clear reasons and relevant evidence to support claim(s) that are well organized, include logical reasoning, and demonstrate an understanding of the topic or text; d. Words, phrases, and clauses that create cohesion and clarify the relationships among claim(s), reasons, and evidence; e. Precise language and domain-specific vocabulary; f. Language appropriate to the audience and purpose; g. Use of accurate, credible sources; and h. A concluding statement or section that supports the argument presented.	Given a partially completed template or graphic organizer, compose a paragraph based on a claim that includes: • A thesis statement; • Supporting reasons or evidence using a credible source; • Domain-specific vocabulary; and • A concluding statement.	Given a partially completed template, compose a thesis statement, using domain-specific vocabulary to support an opinion.	Given a partially completed template and domain-specific vocabulary, compose a thesis statement to support an opinion.

Eighth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
W.8.2 Write informative/explanatory pieces that include: a. A clear thesis statement, within the introduction, previewing what is to follow; b. Relevant facts, definitions, concrete details, quotations, or other information and examples, organized into broad categories, to develop the topic; c. Organized text structure such as description, chronology/sequence, problem/solution, compare/contrast, and cause/effect; d. Appropriate and varied transitions to create cohesion and clarify relationships among ideas and concepts; e. Precise language and domain-specific vocabulary; f. Language appropriate to the audience and purpose; g. Formatting, graphics, and multimedia to clarify information presented, if needed; h. Use of accurate, credible sources; and i. A concluding statement or section that supports the information or explanation presented.	Given a partially completed template or graphic organizer, compose a paragraph based on a topic that includes: • A thesis statement; • Relevant facts or details using a credible source; • Domain-specific vocabulary; and • A concluding statement.	Given a partially completed template, compose a thesis statement, using domain-specific vocabulary to develop a topic.	Given a partially completed template and domain-specific vocabulary, compose a thesis statement to develop a topic.
W.8.3 Write narratives that develop real or imagined sequenced events that include: a. An introduction to engage and orient the reader that establishes context and introduces a narrator and/or characters; b. An organized event sequence; c. Dialogue, pacing, and description to develop experiences, events, and/or characters;	Given a partially completed template and/or graphic organizer, compose a narrative about a personal experience and/or story that includes descriptions of: • Setting;	Given a partially completed template and/or graphic organizer, compose a narrative about a personal experience that includes: • Setting; and	Given a series of images that represent a personal experience, compose a narrative about a personal experience using: • Pictures, words, and/or sentences; and

Eighth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
d. A variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another and show the relationships among experiences and events; e. Precise language, relevant descriptive details, and sensory language; and f. A conclusion that reflects on the narrated experiences or events.	• Characters/people; and • A logical sequence of events (beginning, middle, and end).	• A logical sequence of events (beginning, middle, and end).	• A beginning, middle, and end.
W.8.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	Produce multiple sentences that are organized for a specific task or purpose.	Produce a topic sentence for a specific task or audience.	Given a topic sentence, select relevant details.
W.8.5 With gradually fading adult support, plan, revise, and edit writing to improve clarity, organization, and conventions (e.g., capitalization, punctuation, spelling), using feedback from adults or peers.	With gradually fading adult support, use a rubric or checklist to identify errors in conventions.	With gradually fading adult support, edit simple sentences to improve conventions.	With gradually fading adult support, organize multiple given sentences into a logically-sequenced paragraph.
W.8.6 Use a variety of digital skills (e.g. keyboarding) and tools (e.g. multimedia platforms) to produce and publish writing, present the relationships between information and ideas efficiently, and collaborate with others.	Collaboratively produce and publish writing using digital skills (e.g., keyboarding and assistive technology tools).	Collaboratively produce and publish writing using digital skills (e.g., keyboarding and assistive technology tools).	Collaboratively produce and publish writing using digital skills (e.g., keyboarding and assistive technology tools).
W.8.7 Conduct independent research projects to answer a question (including a self-generated question) by: a. Using credible sources on a topic; b. Recording relevant evidence; c. Evaluating and determining the relevancy of evidence; and d. Generating additional, related questions for further research and investigation.	Identify relevant information from two or more sources to answer questions.	Identify questions for research on a given topic.	Select two relevant sources on a given research topic.

Eighth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
W.8.8 Gather and use relevant information from multiple print and digital resources. a. Use search terms effectively. b. Assess the credibility and accuracy of each source. c. Accurately quote or paraphrase the data and conclusions of others to avoid plagiarism. d. Cite sources to avoid plagiarism, using a standard format.	Given a graphic organizer or template, select relevant information, including quotes, from several sources and organize it to compose a short research report.	Select quotes from relevant and credible sources about a topic to include in a short research report.	Select key words, phrases, or questions to search for relevant information from print and digital resources.
W.8.9 Use evidence from grade-appropriate literary or informational texts to support analysis, elaboration, reflection, and research.	Given a graphic organizer or template, develop a short research project using relevant information from grade-appropriate, credible sources.	Select relevant information from grade-appropriate, credible sources and organize it to summarize findings.	Gather information from grade-appropriate literary or informational texts to build knowledge on a topic.
W.8.10 Write routinely in a single session and/or over multiple sessions; engage in planning, drafting, editing, and revising for a range of discipline-specific tasks, purposes, and audiences.	Plan and draft writing routinely in single and/or multiple sessions for a range of discipline-specific tasks and/or audiences.	Plan an outline for writing in a single session, using a graphic organizer or template, specific to a task and/or purpose.	Engage in writing tasks in a single session, for a discipline-specific task and/or purpose.

Ninth through Twelfth Grade

Ninth/Tenth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Establish a clear and thorough thesis to present an argument.	Generate a written position and provide persuasive evidence from the text to support the position using argument, claim, and	Generate a written position by selecting reasons and relevant facts from the text to support a topic using a template.	Generate a written position on a specific topic with relevant facts from the text using a template.

Ninth/Tenth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
b. Introduce precise claim(s), distinguish the claim(s) from alternative or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. d. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented.	counterclaim using a template.		
W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Establish a clear and thorough thesis to present information. b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include	Generate/write a text of one or more paragraphs on a topic. Provide an introduction with a thesis statement and logically organize details, using appropriate transitions and domain-specific terms. Include examples, definitions, charts, or tables	Generate a written text on a topic, including a topic sentence and conclusion.	Generate a written text that communicates facts and details on a given topic.

Ninth/Tenth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed. c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	as appropriate. Provide a concluding statement with support and/or graphic organizers.		
W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Relate a personal experience or tell a story in writing that includes a setting, characters, and a logical sequence of events. Include narrative techniques such as description, reflection, or dialogue.	Relate a personal experience or tell a story in writing that includes a setting, characters, and a logical sequence of events that expand to include setting in the beginning section, events that illustrate the problem in the middle section, and an	Relate a personal experience using pictures, words, and/or sentences. Include a beginning, middle, and end that expand to include setting in the beginning section, events that illustrate the problem in the middle section, and an ending that provides a resolution.

Ninth/Tenth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
b. Use narrative techniques—such as dialogue, pacing, description, reflection, and multiple plot lines—to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		ending that provides a resolution.	
W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Generate writing that uses language or style that is appropriate for persuasive, informative, or narrative tasks.	Generate writing that uses appropriate forms of organization for persuasive, informative, or narrative tasks.	Recognize whether a passage is persuasive, informative, or narrative.
W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	Edit and revise sentences to provide correct capitalization and ending punctuation, accurate terms, and appropriate style of a persuasive, informative, or narrative task.	Edit and revise sentences to strengthen the overall meaning of a persuasive, informative, or narrative task with guidance and support.	Edit and revise written text to provide correct capitalization and ending punctuation, accurate terms, and the conventions of a persuasive, informative, or narrative task.
W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Use assistive technology or other digital tools to generate a paragraph on a topic.	Use assistive technology or other digital tools to generate several relevant sentences about a topic.	Use assistive technology or other digital tools to generate simple sentences about a topic.

Ninth/Tenth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
W.9-10.7 Conduct short as well as sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Collect information from relevant sources to find the answer to a question or solve a problem.	Select one or more relevant sources to find the answer to a question or solve a problem.	Identify a question of interest for research and select a source to gather information on that topic.
W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Gather information from a range of sources to address a topic, describe an idea, or support an argument. Organize the information into a cohesive report and cite sources using a template for guidance.	Sort gathered information into relevant/irrelevant categories and cite sources using a template for guidance.	Identify one or more sources that are likely to provide relevant information about a topic or idea.
W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 reading standards to literature (e.g., "Analyze how an author alludes to 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]"). b. Apply grades 9–10 reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	Use evidence from grade-level/age-appropriate fiction or nonfiction text to support a written text.	Select evidence from grade-level/age appropriate source material to support a written text.	Identify whether a fiction or nonfiction text source will support writing.

Ninth/Tenth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Write routinely for a range of discipline specific task, purposes, and audiences.	Participate routinely in supported writing activities for a range of tasks.	Participate in shared writing.

Eleventh/Twelfth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Establish a clear and thorough thesis to present a complex argument. b. Introduce precise, knowledgeable claim(s); establish the significance of the claim(s); distinguish the claim(s) from alternative or opposing claims; and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Generate a position; provide relevant support from the text; examine counterclaims; use appropriate style, tone, and organization; and provide an appropriate conclusion.	Compose an argument to support a position by selecting reasons and relevant facts from the text.	Generate a written text by selecting reasons and relevant facts including a personal position on a given topic.

Eleventh/Twelfth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented.			
W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Establish a clear and thorough thesis to present and explain information. b. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language, domain-specific vocabulary, and techniques such as metaphor,	Generate a written informative/ explanatory text that provides relevant, well-organized support (including transitions, headings, charts, and graphics). Use appropriate style, tone, and domain specific terms and provide an appropriate conclusion using a template or graphic organizer with support.	Generate an informative text on a topic, including a topic sentence, supporting facts and details, and a concluding sentence.	Compose a text on a topic, including a topic sentence and conclusion.

Eleventh/Twelfth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
simile, and analogy to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).			
W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques—such as dialogue, pacing, description, reflection, and multiple plot lines—to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, details, and sensory language to convey a vivid picture of	Generate a narrative text that includes a setting, narrator, and/or characters, and a structured series of events. Include appropriate techniques (e.g., dialogue, pacing, description, reflection) and appropriate sensory language. Provide an appropriate conclusion or resolution.	Generate a narrative text that includes dialogue, pacing, description, a logical sequence of events, and a conclusion (e.g., what was experienced, observed, or resolved).	Generate narrative text with a logical sequence of events, descriptive details, and a conclusion that reflects on the experience or resolves the conflict.

Eleventh/Twelfth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.			
W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	Identify the required form of writing to a specific audience based on a given purpose.	Generate writing that uses appropriate forms of organization for persuasive, informative, or narrative tasks.	Determine whether a passage is persuasive, informative, or narrative.
W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Edit and revise written text to provide correct language conventions (capitalization, punctuation, spelling, accurate terms), and the conventions of a persuasive, informative, or narrative task. Recognize and edit irrelevant information using a template or graphic organizer with support.	Edit and revise sentences to provide correct capitalization punctuation, and varied syntax, accurate terms, and the conventions of a persuasive, informative, or narrative task using a template or graphic organizer with support.	With guidance and support, edit and revise sentences and paragraphs to strengthen the overall meaning of a text (e.g., recognize where capital letters and ending punctuation are needed; select effective terms for a topic of persuasive, informative, or narrative text).
W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	Use information from print or digital sources to produce or update a paragraph on a given topic.	Use information from print or digital sources to generate a paragraph relevant to a given topic.	Use information from print or digital sources to generate simple sentences that are relevant to a given topic.
W.11-12.7 Conduct short as well as sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Collect information from relevant sources to find the answer to a question or solve a problem.	Select one or more relevant sources to find the answer to a question or solve a problem.	Identify a topic of interest for research and select a source to gather information on that topic.

Eleventh/Twelfth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.	Gather information from a range of sources to address a topic, describe an idea, or support an argument. Organize the information into a cohesive report. Cite sources using a template or graphic organizer with support.	Compare information from various sources to determine strengths and weaknesses; cite sources using a template or graphic organizer with support.	Identify one or more sources that are likely to provide relevant information about a topic or idea.
W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics"). b. Apply grades 11–12 reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist papers, presidential addresses]").	Use evidence from an age-appropriate source, fiction or nonfiction, to support writing.	Select evidence from an age-appropriate source to support writing.	Identify whether a fiction or nonfiction source will support writing.
W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Generate written text routinely for a range of discipline-specific tasks, purposes, and audiences within formats and content. (Adaptations to the writing	Participate routinely in supported writing/communication activities for a range of discipline-specific tasks, purposes, and audiences within formats and content.	Actively participate in shared writing/communication activities for a range of discipline-specific tasks, purposes, and audiences within formats and content. (Adaptations to the writing

Eleventh/Twelfth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
	expectations should reflect the writing standards above.)	(Adaptations to the writing expectations should reflect the writing standards above.)	expectations should reflect the writing standards above.)

Speaking and Listening Standards

Third through Fifth Grade

Third Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
SL.3.1 Participate in discussions about third grade topics and texts in pairs, small groups, or whole-class settings. a. Come to discussions prepared (having read and/or studied materials).Explicitly use the information known about the topic. b. Follow agreed-upon rules for discussion, such as taking turns respectfully, listening carefully, and speaking one at a time about the topics and texts under discussion. c. Make comments that link to the remarks of others. d. Ask for clarification and further explanation as needed.	Participate in discussions with others by asking and answering questions on third grade topics and texts, while following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, etc.), using individualized modes of communication (e.g., assistive technology tools).	Participate in discussions with others by answering questions on third grade topics and texts, while following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, etc.), using individualized modes of communication (e.g., assistive technology tools).	Engage in discussions with others by answering questions on third grade topics and texts, using individualized modes of communication (e.g., assistive technology tools).
SL.3.2 After a presentation (i.e., read-aloud, multimedia, oral), use speaking or writing to identify the main ideas and key details, including information shown in text features such as charts, diagrams, graphs, tables, or images.	Identify the main idea and two or more key details of a presentation (i.e., read-aloud, multimedia, oral).	Identify the main idea and one key detail of a presentation (i.e., read-aloud, multimedia, oral).	Choose the main idea of a presentation (i.e., read-aloud, multimedia, oral).

Third Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
SL.3.3 Ask and/or answer questions about what a speaker says to request and provide elaboration and detail.	Ask and/or answer a question about information presented by a speaker, offering an appropriate detail using individualized modes of communication (e.g., assistive technology tools).	Identify a question related to the information presented by a speaker.	Answer a question about information presented by a speaker using individualized modes of communication (e.g., assistive technology tools).
SL.3.4 Tell a story, give a report, or recount an experience with appropriate facts and relevant, descriptive details, while speaking clearly at an understandable pace.	Effectively communicate by recounting an experience with descriptive detail(s), using individualized modes of communication (e.g., assistive technology tools).	Effectively communicate information about a personal experience or specific event, using individualized modes of communication (e.g., assistive technology tools).	Communicate information that can be understood by others, using individualized modes of communication (e.g., assistive technology tools).
SL.3.5 Create multimedia presentations of stories or poems; add visual displays when appropriate that emphasizes the development of main ideas or themes.	Create a short multimedia presentation that includes an audio and/or visual component.	Contribute to the creation of a multimedia presentation.	Select multimedia or visual component pertinent to a presentation.
SL.3.6 Identify formal language vs. informal language used in various situations or contexts.	Sort a set of examples of formal and informal language usage.	Identify an example of formal language.	Select an example of informal language.

Fourth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
SL.4.1 Participate in discussions about fourth grade topics and texts in pairs, small groups, or whole-class settings, following agreed upon rules. a. Come to discussions prepared (having read and/or studied materials). b. Explicitly use the information known about the topic.	Participate in discussions with others by asking and answering questions on fourth grade topics and texts, while following agreed-upon rules for discussions (i.e., personal space, eye contact,	Participate in discussions with others by answering questions on fourth grade topics and texts, while following agreed-upon rules for discussions (i.e., personal space, eye contact, voice	Engage in discussions with others by answering questions on fourth grade topics and texts, using individualized modes of communication (e.g., assistive technology tools).

Fourth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
c. Complete assigned roles. d. Make comments that further the discussion and link to the remarks of others. e. Pose and respond to specific questions to clarify or follow up on information.	voice volume, body language, etc.), using individualized modes of communication (e.g., assistive technology tools).	volume, body language, etc.), using individualized modes of communication (e.g., assistive technology tools).	
SL.4.2 After a presentation (i.e., read-aloud, multimedia, oral), use speaking or writing to paraphrase ideas, including information shown in text features, such as charts, diagrams, graphs, tables, or images.	After a presentation, select a paraphrased sentence that matches the main idea from the presentation (i.e., read-aloud, multimedia, oral).	Identify paraphrased details after a presentation (i.e., read-aloud, multimedia, oral).	Identify the topic of a presentation (i.e., read-aloud, multimedia, oral).
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	Identify details the speaker uses to support a provided position on the topic.	Given the speaker's opinion or position, match a detail provided on the topic.	Identify a speaker's opinion or position on the topic.
SL.4.4 Tell a story or recount an experience in an organized manner, using relevant facts and details to support main ideas or themes; speak clearly at an understandable pace.	Effectively communicate by recounting an experience in an organized manner with descriptive detail(s), using individualized modes of communication (e.g., assistive technology tools).	Effectively communicate information about a personal experience or specific event, using individualized modes of communication (e.g., assistive technology tools).	Communicate information that can be understood by others, using individualized modes of communication (e.g., assistive technology tools).
SL.4.5 Create multimedia presentations of informational text; add visual displays when appropriate to enhance the development of main ideas or themes.	Create a short multimedia presentation that includes an audio and/or visual component.	Contribute to the creation of a multimedia presentation.	Select multimedia or visual component pertinent to a presentation.
SL.4.6 Differentiate between contexts that call for formal language (e.g., presenting ideas) and situations where informal language is appropriate (e.g., small-group discussion); use formal language when appropriate to the task or situation.	Communicate information using formal language using individualized modes of communication (e.g., assistive technology tools).	Identify situations when formal language would be used.	Communicate information using informal language using individualized modes of communication (e.g., assistive technology tools).

Fifth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
SL.5.1 Participate in discussions about fifth grade topics and texts in pairs, small groups, or whole-class settings, following agreed upon rules. a. Come to discussions prepared (having read and/or studied materials). b. Explicitly use the information known about the topic to explore ideas under discussion. c. Complete assigned roles. d. Make comments that further the discussion, elaborating on and drawing conclusions from the remarks of others. e. Pose and respond to specific questions to clarify or follow up on information.	Participate in discussions with others by asking and answering questions on fifth grade topics and texts, while following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, etc.), using individualized modes of communication (e.g., assistive technology tools).	Participate in discussions with others by answering questions on fifth grade topics and texts, while following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, etc.), using individualized modes of communication (e.g., assistive technology tools).	Engage in discussions with others by answering questions on fifth grade topics and texts, using individualized modes of communication (e.g., assistive technology tools).
SL.5.2 Summarize a presentation (i.e., read-aloud, multimedia, oral), including information shown in text features, such as charts, diagrams, graphs, tables, or images.	After a presentation, select a summary that matches the main idea from the presentation (i.e., read-aloud, multimedia, oral).	Identify paraphrased details after a presentation (i.e., read-aloud, multimedia, oral).	Identify the topic of a presentation (i.e., read-aloud, multimedia, oral).
SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Identify key points a speaker makes and support each point with at least one detail.	Identify a key point of a speaker's presentation.	Given a key point, identify a supporting detail presented by the speaker.
SL.5.4 Report on an informational topic or present an opinion using: a. Logically sequenced details; b. Appropriate facts and relevant, descriptive details to support main ideas or themes; c. Clear speech at an understandable pace.	Effectively communicate an opinion about a topic in an organized manner with descriptive detail(s), using individualized modes of communication (e.g., assistive technology tools).	Effectively communicate about a topic with appropriate facts and/or sequential details, using individualized modes of communication (e.g., assistive technology tools).	Communicate about a topic or event in the appropriate sequence using the terms "first" and "then," using individualized modes of communication (e.g., assistive technology tools).
SL.5.5 Create multimedia presentations of literary and informational text; add visual displays when	Present a main idea or theme through the use of	Create a short presentation that includes multimedia.	Select multimedia to contribute to a group presentation.

Fifth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
appropriate to enhance the development of main ideas or themes.	multimedia within a presentation.		
SL.5.6 Adapt speech to a variety of contexts and tasks, using formal language when appropriate to task and situation.	Communicate in sentences using formal language that is specific to the purpose or audience using individualized modes of communication (e.g., assistive technology tools).	Determine whether to use formal or informal communication based on the task or situation.	Communicate with others using formal and informal language using individualized modes of communication (e.g., assistive technology tools).

Sixth through Eighth Grade

Sixth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
SL.6.1 Participate in discussions about sixth grade topics and texts in small groups or whole-class settings, following agreed upon rules. a. Come to discussions prepared (having read and/or studied materials). b. Explicitly use the information known about the topic to explore ideas under discussion. c. Define individual assigned roles; set specific goals and deadlines as needed. d. Make comments that further the discussion, elaborating on and drawing conclusions from the remarks of others. e. Pose and respond to specific questions to clarify or follow up on information.	Participate in discussions with others by asking and answering questions on sixth grade topics and texts, while following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, etc.). Use individualized modes of communication (e.g., assistive technology tools).	Participate in discussions with others by asking or answering questions on sixth grade topics and texts, while following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, etc.). Use individualized modes of communication (e.g., assistive technology tools).	Engage in discussions with others by answering questions on sixth grade topics and texts, using individualized modes of communication (e.g., assistive technology tools).

Sixth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
f. Demonstrate understanding of multiple perspectives through reflection and paraphrasing.			
SL.6.2 Interpret information presented in diverse media (e.g. video, audio, primary source document) and other formats (e.g. charts, tables, infographics) and explain how it contributes to a text, topic, or issue under study.	Identify the topic of information presented in text (e.g. primary source document), using individualized modes of communication (e.g., assistive technology tools).	Identify the topic of information presented in audio format, using individualized modes of communication (e.g., assistive technology tools).	Identify the topic of information presented in video format, using individualized modes of communication (e.g., assistive technology tools).
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.	Identify a speaker's argument or claim and note the evidence provided to support the position, using individualized modes of communication (e.g., assistive technology tools).	Identify key details a speaker uses to support their argument or claim, using individualized modes of communication (e.g., assistive technology tools).	Identify a speaker's claim on a topic, using individualized modes of communication (e.g., assistive technology tools).
SL.6.4 Present claims and findings using: a. Logically sequenced ideas; b. Relevant descriptions, facts, and details to support main ideas or themes; c. Appropriate eye contact; and d. Clear speech at an understandable pace.	Effectively communicate a claim in an organized manner with descriptive detail(s), using individualized modes of communication (e.g., assistive technology tools).	Communicate about a claim with appropriate facts and/or sequential details, using individualized modes of communication (e.g., assistive technology tools).	Communicate about a claim or event in the appropriate sequence using the terms "first" and "then," using individualized modes of communication (e.g., assistive technology tools).
SL.6.5 Include multimedia components and visual displays in presentations when appropriate to clarify information.	Given an array of choices, independently select one or more multimedia components to use in a presentation, using individualized modes of	Identify the multimedia components (audio, video, images, graphics, maps, etc.) within a presentation, using individualized modes of communication (e.g., assistive technology tools).	Given a multimedia example, match the format (audio, video, images, graphics, or maps) to the appropriate label (word or symbol), using individualized modes of

Sixth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
	communication (e.g., assistive technology tools).		communication (e.g., assistive technology tools).
SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal language when appropriate to task or situation.	Communicate in sentences using formal language that is specific to the purpose or audience, using individualized modes of communication (e.g., assistive technology tools).	Determine whether to use formal or informal communication based on the task or situation, using individualized modes of communication (e.g., assistive technology tools).	Communicate with others through formal and informal language, using individualized modes of communication (e.g., assistive technology tools).

Seventh Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
SL.7.1 Participate in discussions about seventh grade topics and texts in small groups or whole-class settings, following agreed upon rules. a. Come to discussions prepared (having read and/or studied materials). b. Explicitly use the information known about the topic to explore ideas under discussion. c. Define individual assigned roles; set and track progress toward specific goals and deadlines as needed. d. Make comments that further the discussion, elaborating on and drawing conclusions from the remarks of others. e. Pose questions that elicit elaboration and respond to specific questions with relevant observations and ideas. f. Acknowledge new information expressed by others and, when warranted, modify personal views.	Participate in discussions with others by asking and answering questions on seventh grade topics and texts, while following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, etc.). Use individualized modes of communication (e.g., assistive technology tools).	Participate in discussions with others by asking or answering questions on seventh grade topics and texts, while following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, etc.). Use individualized modes of communication (e.g., assistive technology tools).	Engage in discussions with others by answering questions on seventh grade topics and texts, using individualized modes of communication (e.g., assistive technology tools).

Seventh Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
SL.7.2 Analyze the main ideas and supporting details presented in diverse media (e.g. video, audio, primary source document) and other formats (e.g. charts, tables, infographics) and explain how the ideas clarify a text, topic, or issue under study.	Identify the main idea and supporting details presented in other formats (e.g. charts, tables, infographics), using individualized modes of communication (e.g., assistive technology tools).	Identify the main idea and supporting details from presentations in various media, using individualized modes of communication (e.g., assistive technology tools).	Identify the main idea and a supporting detail from presentations in various media, using individualized modes of communication (e.g., assistive technology tools).
SL.7.3 Delineate a speaker's argument and specific claims, evaluating soundness of reasoning and the relevance, accuracy, and sufficiency of the evidence.	Sort claims that are supported by evidence from claims that are not, using individualized modes of communication (e.g., assistive technology tools).	Identify key facts presented in a speaker's argument used to support their claim, using individualized modes of communication (e.g., assistive technology tools).	Identify a speaker's claim on a topic as fact or opinion, using individualized modes of communication (e.g., assistive technology tools).
SL.7.4 Present claims and findings using: a. An emphasis on the most notable points in a focused, coherent manner; b. Relevant descriptions, facts, details, and examples; c. Appropriate eye contact; and d. Clear speech at an understandable pace.	Present a claim in an organized manner with relevant facts and descriptive details, using individualized modes of communication (e.g., assistive technology tools).	Communicate about a claim with relevant facts and details, using individualized modes of communication (e.g., assistive technology tools).	Communicate about a claim with a relevant fact, using individualized modes of communication (e.g., assistive technology tools).
SL.7.5 Include multimedia components and visual displays in presentations when appropriate to clarify claims and findings and emphasize the most notable points.	Add a multimedia component to emphasize a point in a presentation, using individualized modes of communication (e.g., assistive technology tools).	Given an array of choices, select one or more multimedia components to illustrate a point in a presentation, using individualized modes of communication (e.g., assistive technology tools).	Given an array of choices, select a multimedia component to use in a presentation, using individualized modes of communication (e.g., assistive technology tools).
SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal language when indicated or appropriate.	Communicate in sentences using formal language that is specific to the purpose or	Determine whether to use formal or informal communication based on the	Communicate with others using formal and informal language, using

Seventh Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
	audience, using individualized modes of communication (e.g., assistive technology tools).	task or situation, using individualized modes of communication (e.g., assistive technology tools).	individualized modes of communication (e.g., assistive technology tools).

Eighth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
SL.8.1 Participate in discussions about eighth grade topics and texts in small groups or whole-class settings, following agreed upon rules. a. Come to discussions prepared (having read and/or studied materials). b. Explicitly use the information known about the topic to explore ideas under discussion. c. Define individual assigned roles; set and track progress toward specific goals and deadlines as needed. d. Respond to others' questions and comments with relevant evidence, observations, and ideas. e. Pose questions that connect the ideas of several speakers. f. Acknowledge new information expressed by others and, when warranted, qualify or justify personal views in light of the evidence provided.	Participate in discussions with others by asking and answering questions on eighth grade topics and texts, while following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, etc.). Use individualized modes of communication (e.g., assistive technology tools).	Participate in discussions with others by asking or answering questions on eighth grade topics and texts, while following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, etc.). Use individualized modes of communication (e.g., assistive technology tools).	Engage in discussions with others by answering questions on eighth grade topics and texts, using individualized modes of communication (e.g., assistive technology tools).
SL.8.2 Analyze the purpose of information presented in diverse media (e.g. video, audio, primary source document) and other formats (e.g. charts, tables, infographics) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Identify the main points of a given presentation and show how the points support the speaker's motives, using individualized modes of	Identify possible motives (e.g., social, commercial, political) behind a given presentation, using individualized modes of	Identify the purpose of a given presentation (e.g., persuade, inform, entertain), using individualized modes

Eighth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
	communication (e.g., assistive technology tools).	communication (e.g., assistive technology tools).	of communication (e.g., assistive technology tools).
SL.8.3 Delineate a speaker's argument and specific claims, evaluating soundness of reasoning and the relevance, accuracy, and sufficiency of the evidence, and identify when irrelevant evidence is presented.	Sort key details included in an argument as relevant or not relevant, using individualized modes of communication (e.g., assistive technology tools).	Sort claims supported by evidence from claims that are not, using individualized modes of communication (e.g., assistive technology tools).	Identify a speaker's claim on a topic as fact or opinion, using individualized modes of communication (e.g., assistive technology tools).
SL.8.4 Present claims and findings using: a. An emphasis on the most notable points in a focused, coherent manner; b. Relevant evidence and elaboration supported with sound reasoning; c. Appropriate eye contact; d. Adequate speaking volume; and e. Clear speech at an understandable pace.	Present a claim with relevant facts and descriptive details, using individualized modes of communication (e.g., assistive technology tools) and appropriate social conventions, such as: • Eye contact; • Voice volume; and • Formal or informal language.	Communicate a claim using individualized modes of communication (e.g., assistive technology tools) and appropriate social conventions, such as: • Eye contact; • Voice volume; and • Formal or informal language.	Communicate information using individualized modes of communication (e.g., assistive technology tools) and appropriate social conventions, such as: • Eye contact; • Voice volume; and • Formal or informal language.
SL.8.5 Integrate multimedia components and visual displays into presentations when appropriate to clarify information, strengthen claims and evidence, and add interest.	Add a multimedia component to clarify information or add interest to a presentation, using individualized modes of communication (e.g., assistive technology tools).	Given an array of choices, select one or more multimedia components to illustrate a point in a presentation, using individualized modes of communication (e.g., assistive technology tools).	Given an array of choices, select a multimedia component to use in a presentation, using individualized modes of communication (e.g., assistive technology tools).
SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal language when indicated or appropriate.	Communicate in sentences using formal language that is specific to the purpose or audience, using	Determine whether to use formal or informal communication based on the task or situation, using	Communicate with others using formal and informal language, using individualized modes of

Eighth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
	individualized modes of communication (e.g., assistive technology tools).	individualized modes of communication (e.g., assistive technology tools).	communication (e.g., assistive technology tools).

Ninth through Twelfth Grade

Ninth/Tenth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
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. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from the texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternative views), clear goals and deadlines, and individual roles as needed. 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	Initiate and participate in discussions about grade-level/age appropriate topics or text with a diverse range of partners. Form and express an opinion on a topic. Respond thoughtfully to the comments of others. Participate in the setting of goals, establishing roles, and clarifying conclusions.	Participate in discussions about grade level/age-appropriate topics or text. Share personal ideas on a topic. Pose and respond to specific questions to participate in a discussion.	Actively participate in conversational exchanges about grade level/age-appropriate topics or text. Respond to questions, comments, and exchanges of others when prompted.

Ninth/Tenth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections considering the evidence and reasoning presented.			
SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source	Categorize information provided from multiple sources as accurate or inaccurate, relevant or irrelevant. Explain how the accuracy of the information might affect the solution to a problem.	Compare and contrast information from two or three sources to make a personal decision or solve a problem.	Use information from various sources to make a personal choice or decision.
SL.9-10.3 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Explain a speaker's perspective and cite relevant and irrelevant support that the speaker provides.	Identify a speaker's perspective and cite relevant support.	Identify a speaker's perspective.
SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Present information and supporting information in an organized manner appropriate to the purpose, topic, and audience.	Present pertinent facts and details in appropriate order and as appropriate to the topic or purpose of the presentation and the audience.	Present pertinent facts and details that are appropriate to the topic or purpose of the presentation.
SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Integrate multimedia and visual components and explain their relevance to a presentation.	Apply multimedia and visual components to enhance a presentation.	Select one or more findings from a different format (text, audio, visual, or interactive) to use in a media presentation.

Ninth/Tenth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	Adapt communication specific to the formal or informal situation.	Effectively communicate in a variety of formal and informal situations.	Effectively communicate in informal situations.

Eleventh/Twelfth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
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. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; and establish individual roles as needed. 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.	Initiate and participate in discussions with communication partners or engage in conversational turn-taking about age appropriate topics or texts with a diverse range of partners. Compromise in decision-making when there is a disagreement. Respond critically and thoughtfully to the comments of others. Participate in the setting of goals, establishing roles, and clarifying conclusions.	Participate in discussions with communication partners or engage in conversational turn-taking about age appropriate topics or texts. State and defend an opinion on a topic. Pose and respond to specific questions to participate in a discussion.	Participate in conversational exchanges with communication partners or engage in conversational turn-taking about age appropriate topics or texts. Respond to opinions, questions, comments, and exchanges of others when prompted.

Eleventh/Twelfth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
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			
SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Differentiate information from multiple sources to form an opinion and solve problems. Explain how the information influenced the opinion or contributed to the solution of the problem.	Categorize information from two or three sources to solve a problem.	Use information from various sources to solve a problem.
SL.11-12.3 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Explain a speaker's point of view (attitudes, feelings, beliefs) and cite relevant support that the speaker provides.	Identify a speaker's point of view and cite a reason given for that point of view.	Identify a speaker's point of view.
SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	Present an evidence-based perspective in an organized manner appropriate to the purpose, topic, and audience.	Present pertinent opinions as appropriate to the topic or purpose of the presentation and the audience.	Present an opinion that is appropriate to the topic or purpose of the presentation.
SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Integrate multimedia and visual components and explain their relevance to a presentation.	Apply multimedia and visual components to a presentation.	Select one or more findings from a different format (text, audio, visual, or interactive) to use in a media presentation.

Eleventh/Twelfth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 language standards 1 and 3 for specific expectations.)	Adapt communication specific to the formal or informal situation.	Effectively communicate in a variety of formal and informal situations.	Effectively communicate in informal situations.

Language Standards

Third through Fifth Grade

Third Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
L.3.1 Know and apply formal American English grammar, usage, and mechanics when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular (duck → ducks) and irregular plural nouns (woman → women). c. Use abstract nouns (e.g., childhood). d. Form and use regular (play/playing/played) and irregular verbs (go/going/gone). e. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). f. Ensure subject-verb and pronoun antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.	Produce a compound sentence using plural nouns and simple verb tenses when writing or speaking.	Produce a simple sentence using a noun, verb, and adjective or adverb when writing or speaking.	Produce a simple sentence using a noun and verb when writing or speaking.

Third Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
h. Use coordinating (for, and, nor, but, or, yet, so) and subordinating (although, because, since, etc.) conjunctions. i. Produce simple, compound, and complex sentences.			
L.3.2 Know and apply the conventions of formal American English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Spell words accurately using grade-level spelling patterns (phonics) and meaningful word parts (morphology), consulting print and/or digital resources as needed.	Apply and/or use appropriate capitalization within titles and quotation marks as an indicator of dialogue when given a passage and/or when producing writing, with individualized tools.	Identify quotation marks as an indicator of dialogue in a given passage.	Identify a title with the correct capitalization.
L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases that convey specific ideas. b. Identify differences between the conventions of spoken and written formal American English.	Choose words and phrases to communicate ideas in a complete sentence when speaking or writing.	Choose words and phrases to communicate ideas in speaking or writing.	Choose words to communicate an idea.
L.3.4 Use word analysis skills to break down and build grade-appropriate words to understand their meaning. a. Utilize context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases.	Given a visual representation of a sentence, identify the picture that represents the appropriate meaning of a multiple-meaning word.	Identify visual representation that shows the change in meaning of words when using inflectional endings (e.g., tense *-ed*, number *-s*, and degree *-er* and *-est*).	Select a picture or object that matches the meaning of a word.

Third Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
b. Determine the meaning of a new word when a known affix is added to a known word (e.g., agree/<u>dis</u>agree<u>able</u>). c. Apply knowledge of the changes in tense (*-ed*), number (*-s*), and degree (*-er* and *-est*) signified by inflected endings to determine the meaning of a word. d. Identify common Latin and Greek roots and use them to determine the meaning of unfamiliar words (e.g., telegraph, photograph, autograph).			
L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). b. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., frigid to sweltering).	Order shades of meaning given an array of words, pictures, or objects between two opposites (e.g., identifying shades of meaning by ordering additional words, pictures, or objects in between tiny and gigantic).	Given a category, identify words, pictures, or objects that are connected to one another by shades of meaning (e.g., given the category of size, identify words like big, small, enormous, vs. warm, hot, cold, etc.).	Use pictures to identify a pair of opposites (e.g., day/night, happy/sad, hot/cold, etc.).
L.3.6 Use grade-appropriate conversational, general academic, and domain-specific words and phrases acquired through conversations, reading, and read-alouds, including those that signal feelings and actions (e.g., After dinner that night, we went looking for them).	Communicate using grade-level domain-specific words (e.g., vocabulary from science, math, social studies, etc.). Use individualized tools as needed.	Communicate using words that signal feelings and actions, with individualized tools.	Communicate using words that signal feelings, with individualized tools.

Fourth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
L.4.1 Know and apply formal American English grammar, usage, and mechanics when writing or speaking. a. Order adjectives within sentences (e.g., a small red bag vs. a red small bag). b. Form and use prepositional phrases. c. Produce complete sentences by recognizing and correcting inappropriate fragments and run-ons.	Produce a simple sentence that includes a prepositional phrase when writing or speaking.	Produce a simple sentence using a noun, verb, and adjective or adverb when writing or speaking.	Produce a simple sentence containing a noun, a verb, and an adjective when writing or speaking.
L.4.2 Know and apply the conventions of formal American English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to indicate direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell words accurately using grade-level spelling patterns (phonics) and meaningful word parts (morphology), consulting print and/or digital resources as needed.	Generate sentences using correct conventions of capitalization, punctuation and quotation marks.	Generate a sentence with correct capitalization (beginning of sentence, proper names) and ending punctuation.	Identify correct usage of capitalization in a given sentence.
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal language (e.g., presenting ideas) and situations where informal language is appropriate (e.g., small-group discussions).	Communicate using correct conventions of capitalization, punctuation, and adherence to basic spelling rules when writing. Adjust tone of voice and manner of speaking in relation to audience.	Communicate in simple sentences that include correct conventions of capitalization and punctuation when writing. Adjust tone of voice and manner of speaking in relation to audience.	Communicate using words and phrases to convey an idea when speaking or writing.

Fourth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
L.4.4 Use word analysis skills to break down and build grade-appropriate words to understand their meaning. a. Utilize context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases. b. Use common Latin and Greek affixes and roots to determine the meaning of a word (e.g., telegraph, photograph, autograph). c. Use print and/or digital resources (e.g., dictionaries, glossaries, thesauruses) to support pronunciation and clarify the precise meaning of key words and phrases.	Identify the meaning of a root or affix using print and/or digital resources.	Select an image that represents the meaning of a root or affix in a given word.	Identify the root and/or affix of a given word.
L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their synonyms (words with similar but not identical meanings) and antonyms (opposites).	Identify the meaning of simple figurative language (e.g., similes and metaphors).	Given a pair of words, identify if the words are synonyms/same or antonyms/opposite.	Identify the antonym/opposite of a given word.
L.4.6 Use grade-appropriate conversational, general academic, and domain-specific words and phrases acquired through conversations, reading, and read-alouds.	Communicate using grade-level/age-appropriate words that signal actions, emotions, or states of being.	Communicate using grade-level/age-appropriate words that are basic to a particular topic.	Communicate using grade-level/age-appropriate words.

Fourth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
a. Use words that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered). b. Use words that are relevant to a topic (e.g., "wildlife," "conservation," and "endangered" when discussing animal preservation).			

Fifth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
L.5.1 Know and apply formal American English grammar, usage, and mechanics when writing or speaking. a. Define conjunction, preposition, and interjection and explain their function in particular sentences. b. Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked). c. Use verb tense to convey various times, sequences, states, and conditions (e.g., Matt completed the task; Matt has completed the task; Matt will complete the task; Matt will have completed the task by the end of the day). d. Use consistent verb tenses within and across sentences and recognize and correct incorrect shifts in verb tense (e.g., "Yesterday she walked to the playground, talks talked to her friends, and played basketball"). e. Use correlative conjunctions (e.g., either/or, neither/nor).	Produce a sentence that includes a conjunction when writing or speaking.	Produce a simple sentence that includes a prepositional phrase or interjection when writing or speaking.	Produce a simple sentence containing a noun, a verb, and an adjective when writing or speaking.

Fifth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
L.5.2 Know and apply the conventions of formal American English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Underline, italicize, or use quotation marks to indicate titles of works. e. Spell words accurately using grade-level spelling patterns (phonics) and meaningful word parts (morphology), consulting print and/or digital resources as needed.	Generate a written sentence that includes conventions of capitalization, punctuation, and spelling, using grade-level spelling patterns and meaningful word parts. Use individualized tools as needed.	Generate a written sentence that includes convention of capitalization and spelling, using grade-level spelling patterns and meaningful word parts. Use individualized tools as needed.	Generate simple sentences that include independent spelling of common words, using individualized tools as needed.
L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in texts.	Expand or combine sentences when speaking or writing.	Communicate using a variety of sentence structures when speaking or writing (e.g., simple, compound).	Communicate using words and phrases to convey thoughts or feelings when speaking or writing.
L.5.4 Determine or clarify the meaning of unknown words or multiple-meaning words and phrases. a. Use context within and beyond a sentence to determine the meaning of a word or phrase. b. Use common Latin and Greek affixes and roots to determine the meaning of a word (e.g., photograph, photosynthesis). c. Use print and/or digital resources (e.g., dictionaries, glossaries, thesauruses) to	Select an image that represents the meaning of a written word or phrase.	Identify the meaning of a root or affix using print and/or digital resources.	Select an image that represents the meaning of a root or affix in a written word.

Fifth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
support pronunciation and clarify the precise meaning of key words and phrases.			
L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Identify the meanings of common idioms, similes, and metaphors.	Given a category, select related words through shades of meaning (e.g., freezing, cold, cool, frigid, icy).	Given a pair of words, identify if the words are synonyms/same or antonyms/opposite.
L.5.6 Use grade-appropriate conversational, general academic, and domain-specific words and phrases acquired through conversations, reading, and read-alouds, including those that signal logical relationships (e.g., however, similarly, moreover).	Communicate using grade-level/age-appropriate words and phrases that signal logical relationships (e.g., in addition, also).	Communicate using grade-level/age-appropriate words that signal logical relationships (e.g., like, such as).	Communicate using grade-level/age-appropriate words.

Sixth through Eighth Grade

Sixth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
L.6.1 Know and apply formal American English grammar, usage, and mechanics when writing or speaking. a. Ensure pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g. myself, ourselves).	Produce a sentence that includes a pronoun when writing or speaking.	Reword a given sentence to apply an appropriate pronoun in place of a noun when writing or speaking.	Given an array of choices, identify the pronoun.

Sixth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e. pronouns with unclear or ambiguous antecedents). e. Recognize variations from formal American English, determine appropriateness for the intended purpose and audience, and adjust as necessary (e.g., removing slang from a formal presentation).			
L.6.2 Know and apply formal American English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell words accurately, using grade-level spelling patterns (phonics) and meaningful word parts (morphology), consulting print and/or digital resources as needed.	Generate a written sentence that includes conventions of capitalization, punctuation, and spelling, using grade-level spelling patterns and meaningful word parts. Use individualized tools as needed.	Generate a written sentence that includes convention of capitalization and spelling, using grade-level spelling patterns and meaningful word parts. Use individualized tools as needed.	Generate simple sentences that include independent spelling of common words, using individualized tools as needed.
L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence structure for meaning, reader/ listener interest, and style. b. Maintain consistent style and tone appropriate to the audience and purpose.	Expand or combine sentences when speaking or writing in response to a reciprocal question.	Communicate using a variety of sentences to convey tone when speaking or writing (e.g., excitement, frustration).	Communicate using a variety of words and phrases to convey thoughts or feelings when speaking or writing (e.g., beginning sentences with different lead ins, rather than starting them all with the same phrase).
L.6.4 Determine or clarify the meaning of unknown words or multiple-meaning words and phrases.	Use sentence-level context and/or knowledge of common affixes and roots to	Use print and/or digital resources to verify the meaning of unfamiliar words	Select an image/object that represents the meaning of a new grade-level word

Sixth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
a. Use context within and beyond a sentence to determine the intended meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult print and/or digital resources (e.g. dictionaries, glossaries, thesauruses), to support the pronunciation of a word and verify its precise meaning or part of speech.	determine the meaning of a word.	or phrases from grade-level content.	(containing a root or affix) in the context of a sentence.
L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain figurative language, including personification, in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (implied meanings, associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, frugal, thrifty).	Identify the meanings of common idioms, similes, and metaphors.	Given related words, organize by nuances in word meanings (e.g., content, happy, overjoyed or walk, jog, sprint).	Select a pair of words that are connected (e.g., cause/effect, part/whole, item/category) to better understand word relationships.
L.6.6 Use grade-appropriate conversational, general academic, and domain-specific words and phrases acquired through reading, writing, listening, and speaking.	Communicate in reciprocal conversations, using grade-level/age-appropriate words and phrases.	Communicate in reciprocal conversations, using grade-level/age-appropriate words and phrases.	Communicate using grade-level/age-appropriate words.

Seventh Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
L.7.1 Know and apply formal American English grammar, usage, and mechanics when writing or speaking. a. Explain the function of phrases and clauses in general and within the context of specific sentences. b. Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph. d. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Given a sentence frame, produce a complex sentence that includes one independent clause and one dependent clause connected by either a subordinating conjunction or a relative pronoun.	Given a sentence frame, produce a compound sentence that includes two independent clauses connected by a coordinating conjunction.	Given examples of clauses, match the example to the appropriate clause type (independent vs dependent) and/or conjunction type (coordinating vs. subordinating).
L.7.2 Know and apply formal American English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., a fascinating, enjoyable movie). b. Spell words accurately, using grade-level spelling patterns (phonics) and meaningful word parts (morphology), consulting print and/or digital resources as needed.	Given a sentence frame, generate a sentence that includes an appropriate use of a comma, using individualized tools as needed.	Given sentences, add appropriate punctuation, including commas and ending punctuation.	Identify a sentence that includes a comma.
L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use language that expresses ideas precisely and concisely. b. Recognize and eliminate wordiness and redundancy.	Compose a message that is concise, maintaining a consistent style and appropriate tone.	Given a paragraph, identify sentences that contain extraneous information to the topic.	Communicate using a variety of sentences to convey tone when speaking or writing (e.g., excitement, frustration).

Seventh Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
c. Maintain consistent style and tone appropriate to the audience and purpose.			
L.7.4 Determine or clarify the meaning of unknown words or multiple-meaning words or phrases. a. Use context within and beyond a sentence to determine the intended meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult print and/or digital resources (e.g. dictionaries, glossaries, thesauruses), to support the pronunciation of a word and verify its precise meaning or part of speech.	Use sentence-level context and/or knowledge of common affixes and roots to determine the meaning of a word.	Use print and/or digital resources to verify the meaning of unfamiliar words or phrases from grade-level content.	Select an image/object that represents the meaning of a new grade-level word (containing a root or affix) in the context of a sentence.
L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain figurative language, including allusions (e.g. literary, biblical, and mythological), in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (implied meanings, associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	Identify the meanings of common idioms, similes, and metaphors.	Given related words, organize by nuances in word meanings (e.g., content, happy, overjoyed or walk, jog, sprint).	Select a pair of words that are connected (e.g., synonym/antonym) to better understand word relationships.
L.7.6 Use grade-appropriate conversational, general academic, and domain-specific words and phrases	Communicate in reciprocal conversations, using grade-	Communicate using grade-level/age-appropriate words and phrases.	Communicate using grade-level/age-appropriate words.

Seventh Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
acquired through reading, writing, listening, and speaking.	level/age-appropriate words and phrases.		

Eighth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
L.8.1 Know and apply formal American English grammar, usage, and mechanics when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function within the context of specific sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Maintain consistency of verb voice and mood and recognize and correct inappropriate shifts.	When writing or speaking, produce complete sentences using the conventions of American English grammar, including: • Nouns; • Pronouns; • Verbs; • Prepositions; • Adjectives; and • Adverbs.	When writing or speaking, produce complete sentences using the conventions of American English grammar, including: • Nouns; and • Verbs.	Communicate using a variety of verbs, with individualized modes of communication (e.g., assistive technology tools).
L.8.2 Know and apply formal American English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell words accurately, using grade-level spelling patterns (phonics) and meaningful word parts (morphology), consulting print and/or digital resources as needed.	Given a sentence frame, generate a sentence that includes an appropriate use of a comma, using individualized tools as needed.	Given sentences, add appropriate punctuation, including commas and ending punctuation.	Identify a sentence that includes a comma.

Eighth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in active and passive voice (e.g., emphasizing the actor or the action). b. Use verbs in conditional and subjunctive mood to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact).	Communicate using a variety of sentences to convey mood or tone (e.g., excitement, frustration).	Compose a message that conveys mood or tone when writing or speaking.	Given a paragraph, identify a sentence that conveys mood.
L.8.4 Determine or clarify the meaning of unknown words or multiple-meaning words or phrases. a. Use context within and beyond a sentence to determine the intended meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult print and/or digital resources (e.g. dictionaries, glossaries, thesauruses), to support the pronunciation of a word and verify its precise meaning or part of speech.	Use sentence-level context and/or knowledge of common affixes and roots to determine the meaning of a word.	Use print and/or digital resources to verify the meaning of unfamiliar words or phrases from grade-level content.	Select an image/object that represents the meaning of a new grade-level word (containing a root or affix) in the context of a sentence.
L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain figurative language, including verbal irony and puns, in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (implied meanings, associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	Identify the meanings of common idioms, similes, puns and metaphors.	Given related words, organize by nuances in word meanings (e.g., content, happy, overjoyed or walk, jog, sprint).	Select a pair of words that are connected (e.g., synonym/antonym) to better understand word relationships.

Eighth Grade			
Updated Standards (2026)	**Complexity a**	**Complexity b**	**Complexity c**
L.8.6 Use grade-appropriate conversational, general academic, and domain-specific words and phrases acquired through reading, writing, listening, and speaking.	Communicate in reciprocal conversations, using grade-level/age-appropriate words and phrases.	Communicate using grade-level/age-appropriate words and phrases.	Communicate using grade-level/age-appropriate words.

Ninth through Twelfth Grade

Ninth/Tenth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations	Demonstrate the conventions of grammar when writing or speaking by forming declarative, imperative, interrogative sentences and complex sentences that contain conditional clauses (e.g., "If I finish my homework, I can play a game.").	Generate a simple sentence with beginning capitalization, capitalization of names, ending punctuation, and correct spellings.	Use words and phrases to communicate (e.g., during a shared writing or speaking activity).
L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell words correctly.	Generate multiple sentences that contain correct conventions, including capitalization, punctuation, and spelling. Use correct spelling.	Generate several sentences that contain correct conventions of capitalization, punctuation, and spelling. Use correct spelling.	Use capital letters for familiar names and at the beginning of sentences. Use appropriate punctuation at the end of sentences. Use correct spelling.
L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make	Generate language to communicate effectively in different contexts, spoken	Generate and communicate sentences in varied contexts.	Use language to communicate in varied

Ninth/Tenth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Kate L. Turabian's Manual for Writers) appropriate for the discipline and writing type. b. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	and written (e.g., using formal or informal discourse as appropriate).		situations and for varied purposes.
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. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). 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, part of speech, or etymology. 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).	Use context clues, word structure, or reference materials to determine the meaning of unknown and multiple-meaning words.	Use context clues to determine the meaning of unknown or multiple-meaning words.	Select a picture or written text that matches the meaning of a word.

Ninth/Tenth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	Explain the meaning of figurative language in context (e.g., euphemism, oxymoron).	Explain the difference between literal and nonliteral meanings of words/ phrases in context.	Match figurative word pictures and phrases to their meanings.
L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college-and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Demonstrate understanding of grade level/age-appropriate academic and domain-specific words and phrases by using them in context in the appropriate subject area.	Use grade level/age-appropriate academic and domain specific words and phrases in conversation and writing.	Use words acquired through learning activities (e.g., using a science term during a science lab).

Eleventh/Twelfth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	L.11-12.1a Replace unconventional words or phrases with a more conventional words or phrases; refer to references to check or refine.	L.11-12.1b Choose a more conventional word or phrase to replace an unconventional word or phrase in a sentence.	L.11-12.1c Match a more conventional word or phrase to an unconventional word or phrase in a sentence (e.g., Googling = Internet search; adulting = responsibility, maturity).
L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2a Generate multiple sentences that contain correct conventions,	L.11-12.2b Generate several sentences that contain correct conventions of	L.11-12.2c Use capital letters and ending punctuation in

Eleventh/Twelfth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
a. Observe hyphenation conventions. b. Spell words correctly.	including capitalization, punctuation, and spelling.	capitalization, punctuation, and spelling.	sentences; spell phonetically regular words correctly.
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. a. Vary syntax for effect, consulting references (e.g., Virginia Tufte's Artful Sentences) for guidance as needed. b. Apply an understanding of syntax to the study of complex texts when reading.	L.11-12.3a Apply conventions of language to communicate effectively in different contexts.	L.11-12.3b Generate and communicate sentences in varied contexts, tailoring language and behavior to the situation.	L.11-12.3c Use language to interact with others in varied situations and for varied purposes, tailoring language and behavior to the situation.
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. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). 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, part of speech, etymology, or standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking	L.11-12.4a Use context clues, word structure, or reference materials to determine the meaning of unknown words and multiple-meaning words at grade-level complexity.	L.11-12.4b Use context clues to determine the meaning of unknown or multiple-meaning words.	L.11-12.4c Select a picture or written text that matches the meaning of a word.

Eleventh/Twelfth Grade			
Standards (adopted 2017)	**Complexity a**	**Complexity b**	**Complexity c**
the inferred meaning in context or in a dictionary)			
L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	L.11-12.5a Explain the meaning of figurative language in context (e.g., hyperbole, paradox).	L.11-12.5b Explain the difference between figurative and literal language.	L.11-12.5c Identify words, phrases, or pictures that represent figurative language.
L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college-and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.11-12.6a Demonstrate understanding of grade level/age-appropriate academic and domain specific words and phrases by using them in context in the appropriate subject area.	L.11-12.6b Use grade level/age-appropriate academic and domain specific words and phrases in conversations and writing.	L.11-12.6c Use words acquired through learning activities (e.g., using a science term during a science lab).