Gwinnett’s curriculum for grades K–12 is called the Academic Knowledge and Skills (AKS). The AKS for each grade level spell out the essential things students are expected to know and be able to do in that grade or subject. The AKS offer a solid base on which teachers build rich learning experiences. Teachers use curriculum guides, textbooks, technology, and other materials to teach the AKS and to make sure every student is learning to his or her potential.

The Academic Knowledge and Skills (AKS) were developed by our teachers, with input from our parents and community, in response to Gwinnett County Public Schools’ mission statement:

The mission of Gwinnett County Public Schools is to pursue excellence in academic knowledge, skills, and behavior for each student resulting in measured improvement against local, national, and world-class standards.
Table of Contents

Click on the grade level below to go directly to that section. To return to Table of Contents, click on link at the end of the grade level.

Elementary School

Kindergarten ........................................................................................................................................... 1
1st Grade .................................................................................................................................................. 3
2nd Grade ................................................................................................................................................ 5
3rd Grade ............................................................................................................................................... 7
4th Grade ............................................................................................................................................... 9
5th Grade .............................................................................................................................................. 12

Middle School

6th Grade ........................................................................................................................................... 15
7th Grade ............................................................................................................................................... 18
8th Grade .............................................................................................................................................. 21

High School

Freshman Language Arts ....................................................................................................................... 24
Sophomore Language Arts .................................................................................................................... 27
Junior Language Arts ............................................................................................................................ 30
Senior Language Arts ........................................................................................................................... 33
Language Arts

A - Reading: Literature
- ask and answer questions about key details in a text, with prompting and support (CCGPS) (KLA_A2012-1/ELACCKRL1)
- retell familiar stories, including key details, with prompting and support (CCGPS) (KLA_A2012-2/ELACCKRL2)
- identify characters, settings, and major events in a story, with prompting and support (CCGPS) (KLA_A2012-3/ELACCKRL3)
- ask and answer questions about unknown words in a text (CCGPS) (KLA_A2012-4/ELACCKRL4)
- recognize common types of texts (e.g., storybooks, poems) (CCGPS) (KLA_A2012-5/ELACCKRL5)
- name the author and illustrator of a story and define the role of each in telling the story, with prompting and support (CCGPS) (KLA_A2012-6/ELACCKRL6)
- describe the relationship between illustrations and the story in which they appear with prompting and support (e.g., what moment in a story an illustration depicts) (CCGPS) (KLA_A2012-7/ELACCKRL7)
- compare and contrast the adventures and experiences of characters in familiar stories, with prompting and support (CCGPS) (KLA_A2012-8/ELACCKRL9)
- engage in group reading activities, including choral speaking and creative drama, with purpose and understanding (CCGPS) (KLA_A2012-9/ELACCKRL10)

B - Reading: Informational Text
- ask and answer questions about key details in a text, with prompting and support (CCGPS) (KLA_B2012-10/ELACCKRI1)
- identify the main topic and retell key details of a text, with prompting and support (CCGPS) (KLA_B2012-11/ELACCKRI2)
- describe the connection between two individuals, events, ideas, or pieces of information in a text, with prompting and support (CCGPS) (KLA_B2012-12/ELACCKRI3)
- ask and answer questions about unknown words in a text, with prompting and support (CCGPS) (KLA_B2012-13/ELACCKRI4)
- identify the front cover, back cover, and title page of a book (CCGPS) (KLA_B2012-14/ELACCKRI5)
- name the author, title, and illustrator of a text and define the role of each in presenting the ideas or information in a text (CCGPS) (KLA_B2012-15/ELACCKRI6)
- describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts), with prompting and support (CCGPS) (KLA_B2012-16/ELACCKRI7)
- identify the reasons an author gives to support points in a text, with prompting and support (CCGPS) (KLA_B2012-17/ELACCKRI8)
- identify basic similarities in and differences between two texts on the same topic with prompting and support (e.g., in illustrations, descriptions, or procedures) (CCGPS) (KLA_B2012-18/ELACCKRI9)
- engage in group reading activities with purpose and understanding (CCGPS) (KLA_B2012-19/ELACCKRI10)

C - Reading: Foundational Skills
- demonstrate understanding of the organization and basic features of print (CCGPS) (KLA_C2012-20/ELACCKRF1)
- demonstrate understanding of spoken words, syllables, and sounds (phonemes) (CCGPS) (KLA_C2012-21/ELACCKRF2)
- know and apply grade-level phonics and word analysis skills in decoding words (CCGPS) (KLA_C2012-22/ELACCKRF3)
- read emergent-reader texts with purpose and understanding (CCGPS) (KLA_C2012-23/ELACCKRF4)
D - Writing
- use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...) (CCGPS) (KLA_D2012-24/ELACCKW1)
- use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic (CCGPS) (KLA_D2012-25/ELACCKW2)
- use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened (CCGPS) (KLA_D2012-26/ELACCKW3)
- respond to questions and suggestions from peers and add details to strengthen writing as needed, with guidance and support from adults (CCGPS) (KLA_D2012-27/ELACCKW5)
- explore a variety of digital tools and print media to produce and publish writing, including in collaboration with peers, with guidance and support from adults (CCGPS) (KLA_D2012-28/ELACCKW6)
- participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them) (CCGPS) (KLA_D2012-29/ELACCKW7)
- recall information from experiences or gather information from provided sources to answer a question, with guidance and support from adults (CCGPS) (KLA_D2012-30/ELACCKW8)

E - Speaking and Listening
- participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups (CCGPS) (KLA_E2012-31/ELACCKSL1)
- confirm understanding of written texts read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood (CCGPS) (KLA_E2012-32/ELACCKSL2)
- ask and answer questions in order to seek help, get information, or clarify something that is not understood (CCGPS) (KLA_E2012-33/ELACCKSL3)
- describe familiar people, places, things, and events and, with prompting and support, provide additional detail (CCGPS) (KLA_E2012-34/ELACCKSL4)
- add drawings or other visual displays to descriptions as desired to provide additional detail (CCGPS) (KLA_E2012-35/ELACCKSL5)
- speak audibly and express thoughts, feelings, and ideas clearly (CCGPS) (KLA_E2012-36/ELACCKSL6)

F - Language
- demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCGPS) (KLA_F2012-37/ELACCKL1)
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCGPS) (KLA_F2012-38/ELACCKL2)
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content (CCGPS) (KLA_F2012-39/ELACCKL4)
- explore word relationships and nuances in word meanings, with guidance and support from adults (CCGPS) (KLA_F2012-40/ELACCKL5)
- use words and phrases acquired through conversations, reading and being read to, and responding to texts (CCGPS) (KLA_F2012-41/ELACCKL6)
Language Arts

A - Reading: Literature
- ask and answer questions about key details in a text (CCGPS) (1LA_A2012-1/ELACC1RL1)
- retell stories, including key details, and demonstrate understanding of their central message or lesson (CCGPS) (1LA_A2012-2/ELACC1RL2)
- describe characters, settings, and major events in a story, using key details (CCGPS) (1LA_A2012-3/ELACC1RL3)
- identify words and phrases in stories or poems that suggest feelings or appeal to the senses (CCGPS) (1LA_A2012-4/ELACC1RL4)
- explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types (CCGPS) (1LA_A2012-5/ELACC1RL5)
- identify who is telling the story at various points in a text (CCGPS) (1LA_A2012-6/ELACC1RL6)
- use illustrations and details in a story to describe its characters, setting, or events; make predictions based on prior knowledge (CCGPS) (1LA_A2012-7/ELACC1RL7)
- compare and contrast the adventures and experiences of characters in stories (CCGPS) (1LA_A2012-8/ELACC1RL9)
- read prose and poetry of appropriate complexity for grade 1, with prompting and support (CCGPS) (1LA_A2012-9/ELACC1RL10)

B - Reading: Informational Text
- ask and answer questions about key details in a text (CCGPS) (1LA_B2012-10/ELACC1RI1)
- identify the main topic and retell key details of a text (CCGPS) (1LA_B2012-11/ELACC1RI2)
- describe the connection between two individuals, events, ideas, or pieces of information in a text (e.g., biographies) (CCGPS) (1LA_B2012-12/ELACC1RI3)
- ask and answer questions to help determine or clarify the meaning of words and phrases in a text (CCGPS) (1LA_B2012-13/ELACC1RI4)
- know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text (CCGPS) (1LA_B2012-14/ELACC1RI5)
- distinguish between information provided by pictures or other illustrations and information provided by the words in a text (CCGPS) (1LA_B2012-15/ELACC1RI6)
- use illustrations and details in a text to describe its key ideas (CCGPS) (1LA_B2012-16/ELACC1RI7)
- identify the reasons an author gives to support points in a text (CCGPS) (1LA_B2012-17/ELACC1RI8)
- identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures) (CCGPS) (1LA_B2012-18/ELACC1RI9)
- read informational texts appropriately complex for grade 1, with prompting and support (CCGPS) (1LA_B2012-19/ELACC1RI10)

C - Reading: Foundational Skills
- demonstrate understanding of the organization and basic features of print (CCGPS) (1LA_C2012-20/ELACC1RF1)
- demonstrate understanding of spoken words, syllables, and sounds (phonemes) (CCGPS) (1LA_C2012-21/ELACC1RF2)
- know and apply grade-level phonics and word analysis skills in decoding words (CCGPS) (1LA_C2012-22/ELACC1RF3)
- read with sufficient accuracy and fluency to support comprehension (CCGPS) (1LA_C2012-23/ELACC1RF4)

D - Writing
- write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure (CCGPS) (1LA_D2012-24/ELACC1W1)
- write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure (CCGPS) (1LA_D2012-25/ELACC1W2)
1st Grade Language Arts

D – Writing (continued)
• write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure (CCGPS) (1LA_D2012-26/ELACC1W3)
• focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, with guidance and support from adults (CCGPS) (1LA_D2012-27/ELACC1W5)
• use a variety of digital tools to produce and publish writing, including in collaboration with peers, with guidance and support from adults (CCGPS) (1LA_D2012-28/WLACC1W6)
• participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions) (CCGPS) (1LA_D2012-29/ELACC1W7)
• recall information from experiences or gather information from provided sources to answer a question, with guidance and support from adults (CCGPS) (1LA_D2012-30/ELACC1W8)

E - Speaking and Listening
• participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups (CCGPS) (1LA_E2012-31/ELACC1SL1)
• ask and answer questions about key details in a text read aloud or information presented orally or through other media (CCGPS) (1LA_E2012-32/ELACC1SL2)
• ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood (CCGPS) (1LA_E2012-33/ELACC1SL3)
• describe people, places, things, and events with relevant details, expressing ideas and feelings clearly (CCGPS) (1LA_E2012-34/ELACC1SL4)
• add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings (CCGPS) (1LA_E2012-35/ELACC1SL5)
• produce complete sentences when appropriate to task and situation (CCGPS) (1LA_E2012-36/ELACC1SL6)

F - Language
• demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCGPS) (1LA_F2012-37)
• demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCGPS) (1LA_F2012-38/ELACC1L2)
• determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies (CCGPS) (1LA_F2012-39/ELACC1L4)
• demonstrate understanding of word relationships and nuances in word meanings, with guidance and support from adults (CCGPS) (1LA_F2012-40/ELACC1L5)
• use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because) (CCGPS) (1LA_F2012-41/ELACC1L6)

Return to Table of Contents
2nd Grade Language Arts

Language Arts

A - Reading: Literature
- ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text (CCGPS) (2LA_A2012-1/ELACC2RL1)
- recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral (CCGPS) (2LA_A2012-2/ELACC2RL2)
- describe how characters in a story respond to major events and challenges (CCGPS) (2LA_A2012-3/ELACC2RL3)
- describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song (CCGPS) (2LA_A2012-4/ELACC2RL4)
- describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action (CCGPS) (2LA_A2012-5/ELACC2RL5)
- acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud (CCGPS) (2LA_A2012-6/ELACC2RL6)
- use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot (CCGPS) (2LA_A2012-7/ELACC2RL7)
- compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures (CCGPS) (2LA_A2012-8/ELACC2RL9)
- read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 2 (CCGPS) (2LA_A2012-9/ELACC2RL10)

B - Reading: Informational Text
- ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text (CCGPS) (2LA_B2012-10/ELACC2RI1)
- identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text (CCGPS) (2LA_B2012-11/ELACC2RI2)
- describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text (CCGPS) (2LA_B2012-12/ELACC2RI3)
- determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area (CCGPS) (2LA_B2012-13/ELACC2RI4)
- know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently (CCGPS) (2LA_B2012-14/ELACC2RI5)
- identify the main purpose of a text, including what the author wants to answer, explain, or describe (CCGPS) (2LA_B2012-15/ELACC2RI6)
- explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text (CCGPS) (2LA_B2012-16/ELACC2RI7)
- describe how reasons support specific points the author makes in a text (CCGPS) (2LA_B2012-17/ELACC2RI8)
- compare and contrast the most important points presented by two texts on the same topic (CCGPS) (2LA_B2012-18/ELACC2RI9)
- read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 2 (CCGPS) (2LA_B2012-19/ELACC2RI10)

C - Reading: Foundational Skills
- know and apply grade-level phonics and word analysis skills in decoding words (CCGPS) (2LA_C2012-20/ELACC2RF3)
- read with sufficient accuracy and fluency to support comprehension (CCGPS) (2LA_C2012-21/ELACC2RF4)
D - Writing
• write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section (CCGPS) (2LA_D2012-22/ELACC2W1)
• write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section (CCGPS) (2LA_D2012-23/ELACC2W2)
• write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure (CCGPS) (2LA_D2012-24/ELACC2W3)
• focus on a topic and strengthen writing as needed by revising and editing, with guidance and support from adults and peers (CCGPS) (2LA_D2012-25/ELACC2W5)
• use a variety of digital tools to produce and publish writing, including in collaboration with peers, with guidance and support from adults (CCGPS) (2LA_D2012-26/ELACC2W6)
• participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations) (CCGPS) (2LA_D2012-27/ELACC2W7)
• recall information from experiences or gather information from provided sources to answer a question (CCGPS) (2LA_D2012-28/ELACC2W8)

E - Speaking and Listening
• participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups (CCGPS) (2LA_E2012-29/ELACC2SL1)
• recount or describe key ideas or details from written texts read aloud or information presented orally or through other media (CCGPS) (2LA_E2012-30/ELACC2SL2)
• ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue (CCGPS) (2LA_E2012-31/ELACC2SL3)
• tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (CCGPS) (2LA_E2012-32/ELACC2SL4)
• create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings (CCGPS) (2LA_E2012-33/ELACC2SL5)
• produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (CCGPS) (2LA_E2012-34/ELACC2SL6)

F - Language
• demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCGPS) (2LA_F2012-35/ELACC2L1)
• demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCGPS) (2LA_F2012-36/ELACC2L2)
• use knowledge of language and its conventions when writing, speaking, reading, or listening (CCGPS) (2LA_F2012-37/ELACC2L3)
• determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies (CCGPS) (2LA_F2012-38/ELACC3L4)
• demonstrate understanding of word relationships and nuances in word meanings (CCGPS) (2LA_F2012-39/ELACC2L5)
• use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy) (CCGPS) (2LA_F2012-40/ELACC2L6)
Language Arts

A - Reading: Literature
• ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers (CCGPS) (3LA_A2012-1/ELACC3RL1)
• recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text (CCGPS) (3LA_A2012-2/ELACC3RL2)
• describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (CCGPS) (3LA_A2012-3/ELACC3RL3)
• determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language (CCGPS) (3LA_A2012-4/ELACC3RL4)
• refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections (CCGPS) (3LA_A2012-5/ELACC3RL5)
• distinguish their own point of view from that of the narrator or those of the characters (CCGPS) (3LA_A2012-6/ELACC3RL6)
• explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) (CCGPS) (3LA_A2012-7/ELACC3RL7)
• compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series) (CCGPS) (3LA_A2012-8/ELACC3RL9)
• read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently by the end of grade 3 (CCGPS) (3LA_A2012-9/ELACC3RL10)

B - Reading: Informational Text
• ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers (CCGPS) (3LA_B2012-10/ELACC3RI1)
• determine the main idea of a text; recount the key details and explain how they support the main idea (CCGPS) (3LA_B2012-11/ELACC3RI2)
• describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect (CCGPS) (3LA_B2012-12/ELACC3RI3)
• determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area (CCGPS) (3LA_B2012-13/ELACC3RI4)
• use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently (CCGPS) (3LA_B2012-14/ELACC3RI5)
• distinguish their own point of view from that of the author of a text (CCGPS) (3LA_B2012-15/ELACC3RI6)
• use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur) (CCGPS) (3LA_B2012-16/ELACC3RI7)
• describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) (CCGPS) (3LA_B2012-17/ELACC3RI8)
• compare and contrast the most important points and key details presented in two texts on the same topic (CCGPS) (3LA_B2012-18/ELACC3RI9)
• read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently by the end of grade 3 (CCGPS) (3LA_B2012-19/ELACC3RI10)

C - Reading: Foundational Skills
• know and apply grade-level phonics and word analysis skills in decoding words (CCGPS) (3LA_C2012-20/ELACC3RF3)
• read with sufficient accuracy and fluency to support comprehension (CCGPS) (3LA_C2012-21/ELACC3RI4)
3rd Grade Language Arts

D - Writing
• write opinion pieces on topics or texts, supporting a point of view with reasons (CCGPS) (3LA_D2012-22/ELACCW1)
• write informative/explanatory texts to examine a topic and convey ideas and information clearly (CCGPS) (3LA_D2012-23/ELACC3W2)
• write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences (CCGPS) (3LA_D2012-24/ELACC3W3)
• produce writing in which the development and organization are appropriate to task and purpose, with guidance and support from adults (CCGPS) (3LA_D2012-25/ELACC3W4)
• develop and strengthen writing as needed by planning, revising, and editing, with guidance and support from peers and adults (CCGPS) (3LA_D2012-26/ELACC3W5)
• use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others, with guidance and support from adults (CCGPS) (3LA_D2012-27/ELACC3W6)
• conduct short research projects that build knowledge about a topic (CCGPS) (3LA_D2012-28/ELACC3W7)
• recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories (CCGPS) (3LA_D2012-29/ELACC3W8)
• 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 discipline-specific tasks, purposes, and audiences (CCGPS) (3LA_D2012-30/ELACC3W10)

E - Speaking and Listening
• engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly (CCGPS) (3LA_E2012-31/ELACC3SL1)
• determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCGPS) (3LA_E2012-32/ELACC3DL2)
• ask and answer questions about information from a speaker, offering appropriate elaboration and detail (CCGPS) (3LA_E2012-33/ELACC3DL3)
• report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace (CCGPS) (3LA_E2012-34/ELACC3DL4)
• create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details (CCGPS) (3LA_E2012-35/ELACC3DL5)
• speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification (CCGPS) (3LA_E2012-36/ELACC3DL6)

F - Language
• demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCGPS) (3LA_F2012-37/ELACC3L1)
• demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCGPS) (3LA_F2012-38/ELACC3L2)
• use knowledge of language and its conventions when writing, speaking, reading, or listening (CCGPS) (3LA_F2012-39/ELACC3L3)
• determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies (CCGPS) (3LA_F2012-40/ELACC3L4)
• demonstrate understanding of figurative language, word relationships and nuances in word meanings, with guidance and support from adults (CCGPS) (3LA_F2012-41/ELACC3L5)
• acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them) (CCGPS) (3LA_F2012-42/ELACC3L6)

Return to Table of Contents
Language Arts

A - Reading: Literature
• refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text (CCGPS) (4LA_A2012-1/ELACC4RL1)
• determine a theme of a story, drama, or poem from details in the text; summarize the text (CCGPS) (4LA_A2012-2/ELACC4RL2)
• describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions) (CCGPS) (4LA_A2012-3/ELACC4RL3)
• determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean) (CCGPS) (4LA_A2012-4/ELACC4RL4)
• explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text (CCGPS) (4LA_A2012-5/ELACC4RL5)
• compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations (CCGPS) (4LA_A2012-6/ELACC4RL6)
• make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text (CCGPS) (4LA_A2012-7/ELACC4RL7)
• compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures (CCGPS) (4LA_A2012-8/ELACC4RL9)
• read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 4 (CCGPS) (4LA_A2012-9/ELACC4RL10)

B - Reading: Informational Text
• refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text (CCGPS) (4LA_B2012-10/ELACC4RI1)
• determine the main idea of a text and explain how it is supported by key details; summarize the text (CCGPS) (4LA_B2012-11/ELACC4RI2)
• explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text (CCGPS) (4LA_B2012-12/ELACC4RI3)
• determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area (CCGPS) (4LA_B2012-13/ELACC4RI4)
• describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text (CCGPS) (4LA_B2012-14/ELACC4RI5)
• compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided (CCGPS) (4LA_B2012-15/ELACC4RI6)
• interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears (CCGPS) (4LA_B2012-16/ELACC4RI7)
• explain how an author uses reasons and evidence to support particular points in a text (CCGPS) (4LA_B2012-17/ELACC4RI8)
• integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably (CCGPS) (4LA_B2012-18/ELACC4RI9)
• read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 4 (CCGPS) (4LA_B2012-19/ELACC4RI10)
4th Grade Language Arts

C - Reading: Foundational Skills
- know and apply grade-level phonics and word analysis skills in decoding words (CCGPS) (4LA_C2012-20/ELACC4RF3)
- read with sufficient accuracy and fluency to support comprehension (CCGPS) (4LA_C2012-21/ELACC4RF4)

D - Writing
- write opinion pieces on topics or texts, supporting a point of view with reasons and information (CCGPS) (4LA_D2012-22/ELACC4W1)
- write informative/explanatory texts to examine a topic and convey ideas and information clearly (CCGPS) (4LA_D2012-23/ELACC4W2)
- write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences (CCGPS) (4LA_D2012-24/ELACC4W3)
- produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (CCGPS) (4LA_D2012-25/ELACC4W4)
- develop and strengthen writing as needed by planning, revising, and editing, with guidance and support from peers and adults (CCGPS) (4LA_D2012-26/ELACC4W5)
- use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting, with some guidance and support from adults (CCGPS) (4LA_D2012-27/ELACC4W6)
- conduct short research projects that build knowledge through investigation of different aspects of a topic (CCGPS) (4LA_D2012-28/ELACC4W7)
- recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources (CCGPS) (4LA_D2012-29/ELACC4W8)
- draw evidence from literary or informational texts to support analysis, reflection, and research (CCGPS) (4LA_D2012-30/ELACC4W9)
- 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 discipline-specific tasks, purposes, and audiences (CCGPS) (4LA_D2012-31/ELACC4W10)

E - Speaking and Listening
- engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly (CCGPS) (4LA_E2012-32/ELACC4SL1)
- paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (CCGPS) (4LA_E2012-33/ELACC4SL2)
- identify the reasons and evidence a speaker provides to support particular points (CCGPS) (4LA_E2012-34/ELACC4SL3)
- report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace (CCGPS) (4LA_E2012-35/ELACC4SL4)
- add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes (CCGPS) (4LA_E2012-36/ELACC4SL5)
- differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation (CCGPS) (4LA_E2012-37/ELACC4SL6)

F - Language
- demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCGPS) (4LA_F2012-38/ELACC4L1)
4th Grade Language Arts

F – Language (continued)
• demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCGPS) (4LA_F2012-39/ELACC4L2)
• use knowledge of language and its conventions when writing, speaking, reading, or listening (CCGPS) (4LA_F2012-40/ELACC4L3)
• determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies (CCGPS) (4LA_F2012-41/ELACC4L4)
• demonstrate understanding of figurative language, word relationships, and nuances in word meanings (CCGPS) (4LA_F2012-42/ELACC4L5)
• acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation) (CCGPS) (4LA_F2012-43/ELACC4L6)

Return to Table of Contents
**Language Arts**

**A - Reading: Literature**
- quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text (CCGPS) (5LA_A2012-1/ELACC5RL1)
- determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text (CCGPS) (5LA_A2012-2/ELACC5RL2)
- compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact) (CCGPS) (5LA_A2012-3/ELACC5RL3)
- determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes (CCGPS) (5LA_A2012-4/ELACC5RL4)
- explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem (CCGPS) (5LA_A2012-5/ELACC5RL5)
- describe how a narrator’s or speaker’s point of view influences how events are described (CCGPS) (5LA_A2012-6/ELACC5RL6)
- analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem) (CCGPS) (5LA_A2012-7/ELACC5RL7)
- compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics (CCGPS) (5LA_A2012-8/ELACC5RL9)
- read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently by the end of grade 5 (CCGPS) (5LA_A2012-9/ELACC5RL10)

**B - Reading: Informational Text**
- quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text (CCGPS) (5LA_B2012-10/ELACC5RI1)
- determine two or more main ideas of a text and explain how they are supported by key details; summarize the text (CCGPS) (5LA_B2012-11/ELACC5RI2)
- explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text (CCGPS) (5LA_B2012-12/ELACC5RI3)
- determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area (CCGPS) (5LA_B2012-13/ELACC5RI4)
- compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts (CCGPS) (5LA_B2012-14/ELACC5RI5)
- analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent (CCGPS) (5LA_B2012-15/ELACC5RI6)
- draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently (CCGPS) (5LA_B2012-16/ELACC5RI7)
- explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s) (CCGPS) (5LA_B2012-17/ELACC5RI8)
- integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably (CCGPS) (5LA_B2012-18/ELACC5RI9)
- read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently by the end of grade 5 (CCGPS) (5LA_B2012-19/ELACC5RI10)

**C - Reading: Foundational Skills**
- know and apply grade-level phonics and word analysis skills in decoding words (CCGPS) (5LA_C2012-20/ELACC5RF3)
- read with sufficient accuracy and fluency to support comprehension (CCGPS) (5LA_C2012-21/ELACC5RF4)
D - Writing
• write opinion pieces on topics or texts, supporting a point of view with reasons and information (CCGPS) (5LA_D2012-22/ELACC5W1)
• write informative/explanatory texts to examine a topic and convey ideas and information clearly (CCGPS) (5LA_D2012-23/ELACC5W2)
• write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences (CCGPS) (5LA_D2012-24/ELACC5W3)
• produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (CCGPS) (5LA_D2012-25/ELACC5W4)
• develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, with guidance and support from peers and adults (CCGPS) (5LA_D2012-26/ELACC5W5)
• use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting, with some guidance and support from adults (CCGPS) (5LA_D2012-27/ELACC5W6)
• conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic (CCGPS) (5LA_D2012-28/ELACC5W7)
• recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources (CCGPS) (5LA_D2012-29/ELACC5W8)
• draw evidence from literary or informational texts to support analysis, reflection, and research (CCGPS) (5LA_D2012-30/ELACC5W9)
• 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 discipline-specific tasks, purposes, and audiences (CCGPS) (5LA_D2012-31/ELACC5W10)

E - Speaking and Listening
• engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and text, building on others’ ideas and expressing their own clearly (CCGPS) (5LA_E2012-32/ELACC5SL1)
• summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (CCGPS) (5LA_E2012-33/ELACC5SL2)
• summarize the points a speaker makes and explain how each claim is supported by reasons and evidence (CCGPS) (5LA_E2012-34/ELACC5SL3)
• report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace (CCGPS) (5LA_E2012-35/ELACC5SL4)
• include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes (CCGPS) (5LA_E2012-36/ELACC5SL5)
• adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (CCGPS) (5LA_E2012-37/ELACC5SL6)

F - Language
• demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCGPS) (5LA_F2012-38/ELACC5L1)
• demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCGPS) (5LA_F2012-39/ELACC5L2)
• use knowledge of language and its conventions when writing, speaking, reading, or listening (CCGPS) (5LA_F2012-40/ELACC5L3)
• determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies (CCGPS) (5LA_F2012-41/ELACC5L4)
F – Language (continued)

- demonstrate understanding of figurative language, word relationships, and nuances in word meanings (CCGPS) (5LA_F2012-42/ELACC5L5)

- acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, vocabulary, including that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similar, moreover, in addition) (CCGPS) (5LA_F2012-43/ELACC5L6)
Language Arts

A - Reading: Literature
• cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (CCGPS) (6LA_A2012-1/ELACC6RL1)
• determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments (CCGPS) (6LA_A2012-2/ELACC6RL2)
• describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution (CCGPS) (6LA_A2012-3/ELACC6RL3)
• determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone (CCGPS) (6LA_A2012-4/ELACC6RL4)
• analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot (CCGPS) (6LA_A2012-5/ELACC6RL5)
• explain how an author develops the point of view of the narrator or speaker in a text (CCGPS) (6LA_A2012-6/ELACC6RL6)
• compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch (CCGPS) (6LA_A2012-7/ELACC6RL7)
• compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels, fantasy stories, and traditional literature from different cultures) in terms of their approaches to similar themes and topics (CCGPS) (6LA_A2012-8/ELACC6RL9)
• read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range, by the end of grade 6 (CCGPS) (6LA_A2012-9/ELACC6RL10)

B - Reading: Informational Text
• cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (CCGPS) (6LA_B2012-10/ELACC6RI1)
• determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments (CCGPS) (6LA_B2012-11/ELACC6RI2)
• analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes) (CCGPS) (6LA_B2012-12/ELACC6RI3)
• determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings (CCGPS) (6LA_B2012-13/ELACC6RI4)
• analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas (CCGPS) (6LA_B2012-14/ELACC6RI5)
• determine an author’s point of view or purpose in a text and explain how it is conveyed in the text (CCGPS) (6LA_B2012-15/ELACC6RI6)
• integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue (CCGPS) (6LA_B2012-16/ELACC6RI7)
• trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (CCGPS) (6LA_B2012-17/ELACC6RI8)
• compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person) (CCGPS) (6LA_B2012-18/ELACC6RI9)
• read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range, by the end of grade 6 (CCGPS) (6LA_B2012-19/ELACC6RI10)
C - Writing
• write arguments to support claims with clear reasons and relevant evidence (CCGPS) (6LA_C2012-20/ELACC6W1)
• write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (CCGPS) (6LA_C2012-21/ELACC6W2)
• write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (CCGPS) (6LA_C2012-22/ELACC6W3)
• produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (CCGPS) (6LA_C2012-23/ELACC6W4)
• develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach (CCGPS) (6LA_C2012-24/ELACC6W5)
• use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting (CCGPS) (6LA_C2012-25/ELACC6W6)
• conduct short research projects to answer questions, drawing on several sources and refocusing the inquiries when appropriate (CCGPS) (6LA_C2012-26/ELACC6W7)
• gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources (CCGPS) (6LA_C2012-27/ELACC6W8)
• draw evidence from literary or informational texts, to support analysis, reflection, and research (CCGPS) (6LA_C2012-28/ELACC6W9)
• 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 discipline-specific tasks, purposes, and audiences (CCGPS) (6LA_C2012-29/ELACC6W10)

D - Speaking and Listening
• engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly (CCGPS) (6LA_D2012-30/ELACC6SL1)
• interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study (CCGPS) (6LA_D2012-31/ELACC6SL2)
• delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not (CCGPS) (6LA_D2012-32/ELACC6SL3)
• present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation (CCGPS) (6LA_D2012-33/ELACC6SL4)
• include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information (CCGPS) (6LA_D2012-34/ELACC6SL5)
• adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (CCGPS) (6LA_D2012-35/ELACC6SL6)

E - Language
• demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCGPS) (6LA_E2012-36/ELACC6L1)
• demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCGPS) (6LA_E2012-37/ELACC6L2)
• use knowledge of language and its conventions when writing, speaking, reading, or listening (CCGPS) (6LA_E2012-38/ELACC6L3)
• determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies (CCGPS) (6LA_E2012-39/ELACC6L4)
E – Language (continued)

- demonstrate understanding of figurative language, word relationships, and nuances in word meanings (CCGPS) (6LA_E2012-40/ELACC6L5)
- acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression (CCGPS) (6LA_E2012-41/ELACC6L6)
Language Arts

A - Reading: Literature
- cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (CCGPS) (7LA_A2012-1/ELACC7RL1)
- determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text (CCGPS) (7LA_A2012-2/ELACC7RL2)
- analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot) (CCGPS) (7LA_A2012-3/ELACC7RL3)
- determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama (CCGPS) (7LA_A2012-4/ELACC7RL4)
- analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning (CCGPS) (7LA_A2012-5/ELACC7RL5)
- analyze how an author develops and contrasts the points of view of different characters or narrators in a text (CCGPS) (7LA_A2012-6/ELACC7RL6)
- compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film) (CCGPS) (7LA_A2012-7/ELACC7RL7)
- compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction of different cultures use or alter history (CCGPS) (7LA_A2012-8/ELACC7RL9)
- read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range, by the end of grade 7 (CCGPS) (7LA_A2012-9/ELACC7RL10)

B - Reading: Informational Text
- cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (CCGPS) (7LA_B2012-10/ELACC7RI1)
- determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text (CCGPS) (7LA_B2012-11/ELACC7RI2)
- 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) (CCGPS) (7LA_B2012-12/ELACC7RI3)
- determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone (CCGPS) (7LA_B2012-13/ELACC7RI4)
- analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas (CCGPS) (7LA_B2012-14/ELACC7RI5)
- determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others (CCGPS) (7LA_B2012-15/ELACC7RI6)
- compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words) (CCGPS) (7LA_B2012-16/ELACC7RI7)
- trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims (CCGPS) (7LA_B2012-17/ELACC7RI8)
- analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts (CCGPS) (7LA_B2012-18/ELACC7RI9)
- read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range, by the end of grade 7 (CCGPS) (7LA_B2012-19/ELACC7RI10)
7th Grade Language Arts

C - Writing
- write arguments to support claims with clear reasons and relevant evidence (CCGPS) (7LA_C2012-20/ELACC7W1)
- write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (CCGPS) (7LA_C2012-21/ELACC7W2)
- write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (CCGPS) (7LA_C2012-22/ELACC7W3)
- produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (CCGPS) (7LA_C2012-23/ELACC7W4)
- develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (CCGPS) (7LA_C2012-24/ELACC7W5)
- use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources (CCGPS) (7LA_C2012-25/ELACC7W6)
- conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation (CCGPS) (7LA_C2012-26/ELACC7W7)
- gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (CCGPS) (7LA_C2012-27/ELACC7W8)
- draw evidence from literary or informational texts to support analysis, reflection, and research (CCGPS) (7LA_C2012-28/ELACC7W9)
- 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 discipline-specific tasks, purposes, and audiences (CCGPS) (7LA_C2012-29/ELACC7W10)

D - Speaking and Listening
- engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly (CCGPS) (7LA_D2012-30/ELACC7SL1)
- analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study (CCGPS) (7LA_D2012-31/ELACC7SL2)
- delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence (CCGPS) (7LA_D2012-32/ELACC7SL3)
- present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation (CCGPS) (7LA_D2012-33/ELACC7SL4)
- include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points (CCGPS) (7LA_D2012-34/ELACC7SL5)
- adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (CCGPS) (7LA_D2012-35/ELACC7SL6)

E - Language
- demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCGPS) (7LA_E2012-36/ELACC7L1)
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCGPS) (7LA_E2012-37/ELACC7L2)
- use knowledge of language and its conventions when writing, speaking, reading, or listening (CCGPS) (7LA_E2012-38/ELACC7L3)
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies (CCGPS) (7LA_E2012-39/ELACC7L4)
E – Language (continued)

- demonstrate understanding of figurative language, word relationships, and nuances in word meanings (CCGPS) (7LA_E2012-40/ELACC7L5)
- acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression (CCGPS) (7LA_E2012-41/ELACC7L6)
8th Grade Language Arts

Language Arts

A - Reading: Literature
• cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (CCGPS) (8LA_A2012-1/ELACC8RL1)
• determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text (CCGPS) (8LA_A2012-2/ELACC8RL2)
• 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 (CCGPS) (8LA_A2012-3/ELACC8RL3)
• determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts (CCGPS) (8LA_A2012-4/ELACC8RL4)
• compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style (CCGPS) (8LA_A2012-5/ELACC8RL5)
• analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor (CCGPS) (8LA_A2012-6/ELACC8RL6)
• analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors (CCGPS) (8LA_A2012-7/ELACC8RL7)
• analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new (CCGPS) (8LA_A2012-8/ELACC8RL8)
• read and comprehend literature (e.g., stories, dramas, and poems, including texts by Georgia authors) at the high end of grades 6–8 text complexity band independently and proficiently, by the end of grade 8 (CCGPS) (8LA_A2012-9/ELACC8RL9)

B - Reading: Informational Text
• cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (CCGPS) (8LA_B2012-10/ELACC8RI1)
• determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text (CCGPS) (8LA_B2012-11/ELACC8RI2)
• analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) (CCGPS) (8LA_B2012-12/ELACC8RI3)
• determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts (CCGPS) (8LA_B2012-13/ELACC8RI4)
• analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept (CCGPS) (8LA_B2012-14/ELACC8RI5)
• determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints (CCGPS) (8LA_B2012-15/ELACC8RI6)
• evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea (CCGPS) (8LA_B2012-16/ELACC8RI7)
• delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced (CCGPS) (8LA_B2012-17/ELACC8RI8)
• analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation (CCGPS) (8LA_B2012-18/ELACC8RI9)
• read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently, by the end of grade 8 (CCGPS) (8LA_B2012-19/ELACC8RI10)
8th Grade Language Arts

C - Writing
• write arguments to support claims with clear reasons and relevant evidence (CCGPS) (8LA_C2012-20/ELACC8W1)
• write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (CCGPS) (8LA_C2012-21/ELACC8W2)
• write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (CCGPS) (8LA_C2012-22/ELACC8W3)
• produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (CCGPS) (8LA_C2012-23/ELACC8W4)
• develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (CCGPS) (8LA_C2012-24/ELACC8W5)
• use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others (CCGPS) (8LA_C2012-25/ELACC8W6)
• conduct short research projects to answer questions (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration (CCGPS) (8LA_C2012-26/ELACC8W7)
• gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (CCGPS) (8LA_C2012-27/ELACC8W8)
• draw evidence from literary or informational texts to support analysis, reflection, and research (CCGPS) (8LA_C2012-28/ELACC8W9)
• 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 discipline-specific tasks, purposes, and audiences (CCGPS) (8LA_C2012-29/ELACC8W10)

D - Speaking and Listening
• engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly (CCGPS) (8LA_D2012-30/ELACC8SL1)
• analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation (CCGPS) (8LA_D2012-31/ELACC8SL2)
• delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced (CCGPS) (8LA_D2012-32/ELACC8SL3)
• present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation (CCGPS) (8LA_D2012-33/ELACC8SL4)
• integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest (CCGPS) (8LA_D2012-34/ELACC8SL5)
• adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (CCGPS) (8LA_D2012-35/ELACC8SL6)

E - Language
• demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCGPS) (8LA_E2012-36/ELACC8L1)
• demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCGPS) (8LA_E2012-37/ELACC8L2)
• use knowledge of language and its conventions when writing, speaking, reading, or listening (CCGPS) (8LA_E2012-38/ELACC8L3)
E – Language (continued)

- determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies (CCGPS) (8LA_E2012-39/ELACC8L4)
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings (CCGPS) (8LA_E2012-40/ELACC8L5)
- acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression (CCGPS) (8LA_E2012-41/ELACC8L6)
Freshman Language Arts

A - Reading: Literature
• cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (CCGPS) (LA09_A2012-1/ELACC9-10RL1)
• determine a theme or central idea 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; provide an objective summary of the text (CCGPS) (LA09_A2012-2/ELACC9-10RL2)
• analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme (CCGPS) (LA09_A2012-3/ELACC9-10RL3)
• determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone) (CCGPS) (LA09_A2012-4/ELACC9-10RL4)
• 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 such effects as mystery, tension, or surprise (CCGPS) (LA09_A2012-5/ELACC9-10RL5)
• analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature (CCGPS) (LA09_A2012-6/ELACC9-10RL6)
• 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., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus) (CCGPS) (LA09_A2012-7/ELACC9-10RL7)
• analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare) (CCGPS) (LA09_A2012-8/ELACC9-10RL9)
• 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, by the end of grade 9 (CCGPS) (LA09_A2012-9/ELACC9-10RL10)

B - Reading: Informational Text
• cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (CCGPS) (LA09_B2012-10/ELACC9-10RI1)
• 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; provide an objective summary of the text (CCGPS) (LA09_B2012-11/ELACC9-10RI2)
• analyze how the author unfolds an analysis or 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 (CCGPS) (LA09_B2012-12/ELACC9-10RI3)
B – Reading: Informational Text (continued)

- 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 meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper) (CCGPS) (LA09_B2012-13/ELACC9-10RI4)
- 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) (CCGPS) (LA09_B2012-14/ELACC9-10RI5)
- determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose (CCGPS) (LA09_B2012-15/ELACC9-10RI6)
- 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 (CCGPS) (LA09_B2012-16/ELACC9-10RI7)
- 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 (CCGPS) (LA09_B2012-17/ELACC9-10RI8)
- analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts (CCGPS) (LA09_B2012-18/ELACC9-10RI9)
- read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, by the end of grade 9 (CCGPS) (LA09_B2012-19/ELACC9-10RI10)

C - Writing

- write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (CCGPS) (LA09_C2012-20/ELAC9-10W1)
- 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 (CCGPS) (LA09_C2012-21/ELAC9-10W2)
- write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences (CCGPS) (LA09_C2012-22/ELAC9-10W3)
- produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (CCGPS) (LA09_C2012-23/ELAC9-10W4)
- 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 (CCGPS) (LA09_C2012-24/ELAC9-10W5)
- 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 (CCGPS) (LA09_C2012-25/ELAC9-10W6)
C – Writing (continued)
- conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve problems; narrow or broaden inquiries when appropriate; synthesize multiple sources on the subjects, demonstrating understanding of the subjects under investigation (CCGPS) (LA09_C2012-26/ELACC9-10W7)
- gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (CCGPS) (LA09_C2012-27/ELACC9-10W8)
- draw evidence from literary or informational texts to support analysis, reflection, and research (CCGPS) (LA09_C2012-28/ELACC9-10W9)
- 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 (CCGPS) (LA09_C2012-29/ELACC9-10W10)

D - Speaking and Listening
- 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 (CCGPS) (LA09_D2012-30/ELACC9-10SL1)
- integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source (CCGPS) (LA09_D2012-31/ELACC9-10SL2)
- evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence (CCGPS) (LA09_D2012-32/ELACC9-10SL3)
- 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 (CCGPS) (LA09_D2012-33/ELACC9-10SL4)
- 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 (CCGPS) (LA09_D2012-34/ELACC9-10SL5)
- adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (CCGPS) (LA09_D2012-35/ELACC9-10SL6)

E - Language
- demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCGPS) (LA09_E2012-36/ELACC9-10L1)
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCGPS) (LA09_E2012-37/ELACC9-10L2)
- 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 (CCGPS) (LA09_E2012-38/ELACC9-10L3)

E – Language (continued)
- 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 (CCGPS) (LA09_E2012-39/ELACC9-10L4)
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings (CCGPS) (LA09_E2012-40/ELACC9-10L5)
- 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 (CCGPS) (LA09_E2012-41/ELACC9-10L6)
Sophomore Language Arts

A - Reading: Literature
• cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (CCGPS) (LA10_A2012-1/ELACC9-10RL1)
• determine a theme or central idea 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; provide an objective summary of the text (CCGPS) (LA10_A2012-2/ELACC9-10RL2)
• analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme (CCGPS) (LA10_A2012-3/ELACC9-10RL3)
• determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone) (CCGPS) (LA10_A2012-4/ELACC9-10RL4)
• 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 such effects as mystery, tension, or surprise (CCGPS) (LA10_A2012-5/ELACC9-10RL5)
• analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature (CCGPS) (LA10_A2012-6/ELACC9-10RL6)
• 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., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus) (CCGPS) (LA10_A2012-7/ELACC9-10RL7)
• analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare) (CCGPS) (LA10_A2012-8/ELACC9-10RL9)
• read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range, by the end of grade 10 (CCGPS) (LA10_A2012-9/ELACC9-10RL10)

B - Reading: Informational Text
• cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (CCGPS) (LA10_B2012-10/ELACC0-10RI1)
• 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; provide an objective summary of the text (CCGPS) (LA10_B2012-11/ELACC0-10RI2)
• analyze how the author unfolds an analysis or 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 (CCGPS) (LA10_B2012-12/ELACC0-10RI3)
B - Reading: Informational Text (continued)
• 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 meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper) (CCGPS) (LA10_B2012-13/ELACC0-10RI4)
• 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) (CCGPS) (LA10_B2012-14/ELACC0-10RI5)
• determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose (CCGPS) (LA10_B2012-15/ELACC0-10RI6)
• 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 (CCGPS) (LA10_B2012-16/ELACC0-10RI7)
• 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 (CCGPS) (LA10_B2012-17/ELACC0-10RI8)
• analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts (CCGPS) (LA10_B2012-18/ELACC0-10RI9)
• read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently, by the end of grade 10 (CCGPS) (LA10_B2012-19/ELACC0-10RI10)

C - Writing
• write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (CCGPS) (LA10_C2012-20/ELACC9-10W1)
• 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 (CCGPS) (LA10_C2012-21/ELACC9-10W2)
• write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences (CCGPS) (LA10_C2012-22/ELACC9-10W3)
• produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (CCGPS) (LA10_C2012-23/ELACC9-10W4)
• 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 (CCGPS) (LA10_C2012-24/ELACC9-10W5)
• 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 (CCGPS) (LA10_C2012-25/ELACC9-10W6)
C – Writing (continued)
• conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve problems; narrow or broaden the inquiries when appropriate; synthesize multiple sources on the subjects, demonstrating understanding of the subjects under investigation (CCGPS) (LA10_C2012-26/ELACC9-10W7)
• gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (CCGPS) (LA10_C2012-27/ELACC9-10W8)
• draw evidence from literary or informational texts to support analysis, reflection, and research (CCGPS) (LA10_C2012-28/ELACC9-10W9)
• 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 (CCGPS) (LA10_C2012-29/ELACC9-10W10)

D - Speaking and Listening
• 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 (CCGPS) (LA10_D2012-30/ELACC9-10SL1)
• integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source (CCGPS) (LA10_D2012-31/ELACC9-10SL2)
• evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence (CCGPS) (LA10_D2012-32/ELACC9-10SL3)
• 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 (CCGPS) (LA10_D2012-33/ELACC9-10SL4)
• 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 (CCGPS) (LA10_D2012-34/ELACC9-10SL5)
• adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (CCGPS) (LA10_D2012-35/ELACC9-10SL6)

E - Language
• demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCGPS) (LA10_E2012-36/ELACC9-10L1)
• demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCGPS) (LA10_E2012-37/ELACC9-10L2)
• 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 (CCGPS) (LA10_E2012-38/ELACC9-10L3)

E - Language (continued)
• 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 (CCGPS) (LA10_E2012-39/ELACC9-10L4)
• demonstrate understanding of figurative language, word relationships, and nuances in word meanings (CCGPS) (LA10_E2012-40/ELACC9-10L5)
• 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 (CCGPS) (LA10_E2012-41/ELACC9-10L6)
Junior Language Arts

A - Reading: Literature

- 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 (CCGPS) (LA11_A2012-1/ELACC11-12R1)
- determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text (CCGPS) (LA11_A2012-2/ELACC11-12R2)
- 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) (CCGPS) (LA11_A2012-3/ELACC11-12R3)
- determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (Include Shakespeare as well as other authors) (CCGPS) (LA11_A2012-4/ELACC11-12R4)
- 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 and meaning as well as its aesthetic impact (CCGPS) (LA11_A2012-5/ELACC11-12R5)
- analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) (CCGPS) (LA11_A2012-6/ELACC11-12R6)
- analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text (Include at least one play by Shakespeare and one play by an American dramatist) (CCGPS) (LA11_A2012-7/ELACC11-12R7)
- demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics (CCGPS) (LA11_A2012-8/ELACC11-12R9)
- read and comprehend literature, including stories, dramas, and poems, in the grade 11–CCR (College-Career Ready) text complexity band proficiently, with scaffolding as needed at the high end of the range, by the end of grade 11 (CCGPS) (LA11_A2012-9/ELACC11-12R10)

B - Reading: Informational Text

- 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 (CCGPS) (LA11_B2012-10/ELACC11-12RI1)
- 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 to provide a complex analysis; provide an objective summary of the text (CCGPS) (LA11_B2012-11/ELACC11-12R12)
B - Reading: Informational Text (continued)

- 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 (CCGPS) (LA11_B2012-12/ELACC11-12RI3)
- 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 Madison defines faction in Federalist No. 10) (CCGPS) (LA11_B2012-13/ELACC11-12RI4)
- analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging (CCGPS) (LA11_B2012-14/ELACC11-12RI5)
- determine an author’s point of view 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 (CCGPS) (LA11_B2012-15/ELACC11-12RI6)
- integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem (CCGPS) (LA11_B2012-16/ELACC11-12RI7)
- delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses) (CCGPS) (LA11_B2012-17/ELACC11-12RI8)
- 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 Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features (CCGPS) (LA11_B2012-18/ELACC11-12RI9)
- read and comprehend literary nonfiction in the grade 11–CCR (College-Career Ready) text complexity band proficiently, with scaffolding as needed at the high end of the range, by the end of grade 11 (CCGPS) (LA11_B2012-19/ELACC11-12RI10)

C - Writing

- write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (CCGPS) (LA11_C2012-20/ELACC11-12W1)
- 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 (CCGPS) (LA11_C2012-21/ELACC11-12W2)
- write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences (CCGPS) (LA11_C2012-22/ELACC11-12W3)
- produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (CCGPS) (LA11_C2012-23/ELACC11-12W4)
- 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 (CCGPS) (LA11_C2012-24/ELACC11-12W5)
- 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 (CCGPS) (LA11_C2012-25/ELACC11-12W6)
- conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve problems; narrow or broaden the inquiries when appropriate; synthesize multiple sources on the subjects, demonstrating understanding of the subjects under investigation (CCGPS) (LA11_C2012-26/ELACC11-12W7)
- gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (CCGPS) (LA11_C2012-27/ELACC11-12W8)
- draw evidence from literary or informational texts to support analysis, reflection, and research (CCGPS) (LA11_C2012-28/ELACC11-12W9)
- 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 (CCGPS) (LA11_C2012-29/ELACC11-12W10)
D - Speaking and Listening

- 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 (CCGPS) (LA11_D2012-30/ELACC11-12SL1)

- 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 (CCGPS) (LA11_D2012-31/ELACC11-12SL2)

- evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used (CCGPS) (LA11_D2012-32/ELACC11-12SL3)

- 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 (CCGPS) (LA11_D2012-33/ELACC11-12SL4)

- 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 (CCGPS) (LA11_D2012-34/ELACC11-12SL5)

- adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate (CCGPS) (LA11_D2012-35/ELACC11-12SL6)

E - Language

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCGPS) (LA11_E2012-36/ELACC11-12L1)

- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCGPS) (LA11_E2012-37/ELACC11-12L2)

- 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 (CCGPS) (LA11_E2012-38/ELACC11-12L3)

- 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 (CCGPS) (LA11_E2012-39/ELACC11-12L4)

- demonstrate understanding of figurative language, word relationships, and nuances in word meanings (CCGPS) (LA11_E2012-40/ELACC11-12L5)

- 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 (CCGPS) (LA11_E2012-41/ELACC11-12L6)
Senior Language Arts

A - Reading: Literature

• 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 (CCGPS) (LA12_A2012-1/ELACC11-12RL1)
• determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text (CCGPS) (LA12_A2012-2/ELACC11-12RL2)
• 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) (CCGPS) (LA12_A2012-3/ELACC11-12RL3)
• determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (Include Shakespeare as well as other authors) (CCGPS) (LA12_A2012-4/ELACC11-12RL4)
• 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 and meaning as well as its aesthetic impact (CCGPS) (LA12_A2012-5/ELACC11-12RL5)
• analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) (CCGPS) (LA12_A2012-6/ELACC11-12RL6)
• analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text (Include at least one play by Shakespeare and one play by an American dramatist) (CCGPS) (LA12_A2012-7/ELACC11-12RL7)
• demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics (CCGPS) (LA12_A2012-8/ELACC11-12RL9)
• read and comprehend literature, including stories, dramas, and poems, at the high end of the grade 11–CCR (College-Career Ready) text complexity band independently and proficiently, by the end of grade 12 (CCGPS) (LA12_A2012-9/ELACC11-12RL10)

B - Reading: Informational Text

• 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 (CCGPS) (LA12_B2012-10/ELACC11-12RI1)
• 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 to provide a complex analysis; provide an objective summary of the text (CCGPS) (LA12_B2012-11/ELACC11-12RI2)
High School Language Arts

B - Reading: Informational Text (continued)

• 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 (CCGPS) (LA12_B2012-12/ELACC11-12RI3)
• 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 Madison defines faction in Federalist No. 10) (CCGPS) (LA12_B2012-13/ELACC11-12RI4)
• analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging (CCGPS) (LA12_B2012-14/ELACC11-12RI5)
• determine an author’s point of view 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 (CCGPS) (LA12_B2012-15/ELACC11-12RI6)
• integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem (CCGPS) (LA12_B2012-16/ELACC11-12RI7)
• delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses) (CCGPS) (LA12_B2012-17/ELACC11-12RI8)
• 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 Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features (CCGPS) (LA12_B2012-18/ELACC11-12RI9)
• read and comprehend literary nonfiction at the high end of the grade 11–CCR (College-Career Ready) text complexity band independently and proficiently, by the end of grade 12 (CCGPS) (LA12_B2012-19/ELACC11-12RI10)

C - Writing

• write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (CCGPS) (LA12_C2012-20/ELACC11-12W1)
• 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 (CCGPS) (LA12_C2012-21/ELACC11-12W2)
• write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences (CCGPS) (LA12_C2012-22/ELACC11-12W3)
• produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (CCGPS) (LA12_C2012-23/ELACC11-12W4)
• 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 (CCGPS) (LA12_C2012-24/ELACC11-12W5)
• 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 (CCGPS) (LA12_C2012-25/ELACC11-12W6)
• conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve problems; narrow or broaden the inquiries when appropriate; synthesize multiple sources on the subjects, demonstrating understanding of the subjects under investigation (CCGPS) (LA12_C2012-26/ELACC11-12W7)
• gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (CCGPS) (LA12_C2012-27/ELACC11-12W8)
• draw evidence from literary or informational texts to support analysis, reflection, and research (CCGPS) (LA12_C2012-28/ELACC11-12W9)
• 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 (CCGPS) (LA12_C2012-29/ELACC11-12W10)
D - Speaking and Listening

- 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 (CCGPS) (LA12_D2012-30/ELACC11-12SL1)
- 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 (CCGPS) (LA12_D2012-31/ELACC11-12SL2)
- evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used (CCGPS) (LA12_D2012-32/ELACC11-12SL3)
- 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 (CCGPS) (LA12_D2012-33/ELACC11-12SL4)
- 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 (CCGPS) (LA12_D2012-34/ELACC11-12SL5)
- adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate (CCGPS) (LA12_D2012-35/ELACC11-12SL6)

E - Language

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCGPS) (LA12_E2012-36/ELACC11-12L1)
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCGPS) (LA12_E2012-37/ELACC11-12L2)
- 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 (CCGPS) (LA12_E2012-38/ELACC11-12L3)
- 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 (CCGPS) (LA12_E2012-39/ELACC11-12L4)
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings (CCGPS) (LA12_E2012-40/ELACC11-12L5)
- 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 (CCGPS) (LA12_E2012-41/ELACC11-12L6)