

English/Language Arts

The English/Language Arts standards were selected with the intent of addressing unfinished learning from Spring 2020 and enhancing student skills moving forward in the 20-21 schoolyear and beyond. The strands of foundational, reading information, reading literature, writing, speaking & listening, and language were vertically aligned to determine the standards that were most critical to address equity, SEL, and academic readiness as students master and transfer skillsets. Each strand was prioritized for each grade band.

For grades PreK, K, 1, 2, 9-10, and 11-12 the color coding shown in the chart below was used. The color coding for grades 3, 4, 5, 6, 7, and 8 is different as these tables were formatted with specific alignment to the state assessments. The Illinois state assessment evidence statements and learning standards were added with points and percentages of scores so districts can align instruction and assessment with the priority standards and evidence statements identified. The Illinois Assessment of Readiness [ELA evidence tables](#) should be consulted for more information.

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| Foundational |
| Reading Information |
| Reading Literature |
| Writing |
| Speaking & Listening |
| Language |

PreK ELA Priority Standards

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| 4.A.ECa | Recognize the differences between print and pictures |
| 4.A.ECb | Begin to follow words from left to right, top to bottom, and page by page. |
| 4.A.ECe | Recognize that letters are grouped to form words. |
| 4.A.ECf | Differentiate letters from numerals. |
| 4.B.ECa | With teacher assistance, recite the alphabet. |
| 4.B.ECb | Recognize and name some upper/lowercase letters of the alphabet, especially those in own name. |
| 4.B.ECd | With teacher assistance, begin to form some letters of the alphabet, especially those in own name. |
| 4.C.ECb | With teacher assistance, recognize and match words that rhyme. |
| 4.C.ECc | Demonstrate ability to segment and blend syllables in words (e.g., “trac/tor, tractor”). |
| 4.C.ECd | With teacher assistance, isolate and pronounce the initial sounds in words. |
| 4.C.ECe | With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/ /a/ /t/ = cat). |
| 4.C.ECf | With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/). |
| 4.D.ECa | Recognize own name and common signs and labels in the environment. |
| 4.D.ECb | With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds. |
| 4.D.ECc | With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically. |
| 3.A.ECa | With teacher assistance, ask and answer questions about details in a nonfiction book. |
| 2.A.ECa | Engage in book-sharing experiences with purpose and understanding. |
| 2.B.ECa | With teacher assistance, ask and answer questions about books read aloud. |
| 2.B.ECb | With teacher assistance, retell familiar stories with three or more key events. |
| 2.C.ECb | Identify the front and back covers of books and display the correct orientation of books and page-turning skills. |
| 5.A.ECb | Use scribbles, letter like forms, or letters/words to represent written language. |
| 5.A.ECc | With teacher assistance, write own first name using appropriate upper/lowercase letters. |
| 5.C.ECb | With teacher assistance, recall factual information and share that information through drawing, dictation, or writing. |
| 1.A.ECa | Follow simple one-, two- and three-step directions. |
| 1.A.ECb | Respond appropriately to questions from others. |
| 1.A.ECd | Identify emotions from facial expressions and body language. |
| 1.B.ECa | Use language for a variety of purposes. |
| 1.B.ECc | Continue a conversation through two or more exchanges. |
| 1.C.ECa | Describe familiar people, places, things, and events and, with teacher assistance, provide additional detail. |
| 1.D.ECb | Speak using age-appropriate conventions of Standard English grammar and usage. |

Kindergarten ELA Priority Standards

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| RF.K.1 | Demonstrate understanding of the organization and basic features of print. |
| RF.K.2 | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| RF.K.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| RF.K.4 | Read emergent-reader texts with purpose and understanding. |
| RI.K.1 | With prompting and support, ask and answer questions about key details in a text. |
| RI.K.2 | With prompting and support, identify the main topic and retell key details of a text. |
| RI.K.3 | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| RI.K.5 | Identify the front cover, back cover, and title page of a book. |
| RI.K.6 | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. |
| RI.K.9 | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| RI.K.10 | Actively engage in group reading activities with purpose and understanding. |
| RL.K.1 | With prompting and support, ask and answer questions about key details in a text. |
| RL.K.2 | With prompting and support, retell familiar stories, including key details. |
| RL.K.3 | With prompting and support, identify characters, settings, and major events in a story. |
| RL.K.4 | Ask and answer questions about unknown words in a text. |
| RL.K.6 | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. |
| RL.K.7 | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). |
| RL.K.10 | Actively engage in group reading activities with purpose and understanding. |
| W.K.1 | 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...). |
| W.K.2 | 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. |
| W.K.3 | 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. |
| W.K.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| SL.K.2 | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |
| SL.K.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| SL.K.4 | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. |
| SL.K.5 | Add drawings or other visual displays to descriptions as desired to provide additional detail. |
| SL.K.6 | Speak audibly and express thoughts, feelings, and ideas clearly. |
| L.K.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.K.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

1st Grade ELA Priority Standards

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| RF.1.1 | Demonstrate understanding of the organization and basic features of print. |
| RF.1.2 | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| RF.1.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| RF.1.4 | Read with sufficient accuracy and fluency to support comprehension. |
| RI.1.1 | Ask and answer questions about key details in a text. |
| RI.1.2 | Identify the main topic and retell key details of a text. |
| RI.1.3 | Describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| RI.1.5 | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |
| RI.1.6 | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| RI.1.9 | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| RI.1.10 | With prompting and support, read informational texts appropriately complex for grade 1. |
| RL.1.1 | Ask and answer questions about key details in a text. |
| RL.1.2 | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| RL.1.3 | Describe characters, settings, and major events in a story, using key details. |
| RL.1.5 | Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. |
| RL.1.7 | Use illustrations and details in a story to describe its characters, setting, or events. |
| RL.1.10 | With prompting and support, read prose and poetry of appropriate complexity for grade 1. |
| W.1.1 | 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. |
| W.1.2 | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |
| W.1.3 | 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. |
| SL.1.2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| SL.1.3 | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| SL.1.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| SL.1.6 | Produce complete sentences when appropriate to task and situation. |
| L.1.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.1.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.1.6 | 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). |

2nd Grade ELA Priority Standards

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| RF.2.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| RF.2.4 | Read with sufficient accuracy and fluency to support comprehension. |
| RI.2.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| RI.2.2 | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |
| RI.2.3 | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
| RI.2.10 | By the end of year, 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. |
| RL.2.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| RL.2.2 | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| RL.2.3 | Describe how characters in a story respond to major events and challenges. |
| RL.2.7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| RL.2.10 | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| W.2.1 | 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. |
| W.2.2 | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |
| W.2.3 | 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. |
| W.2.5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| W.2.8 | Recall information from experiences or gather information from provided sources to answer a question. |
| SL.2.3 | 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. |
| SL.2.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| L.2.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.2.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.2.6 | 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). |

The English Language Arts priority standards and evidence statements for third grade are formatted for alignment to the state assessment. Districts can determine priority through analysis of student performance and growth data in comparison to the domain points and percentages presented below. The Illinois Assessment of Readiness [ELA evidence tables](#) should be consulted for more information.

3rd Grade ELA Priority Standards & Evidence Statements

| Sub-Claim | Eligible Standards and Evidence Statements | Form A | Form A | Form B | Form B |
|--|---|-----------------------|-----------------------|-----------------------|-----------------------|
| | | Sub-Claim # of points | Sub-Claim % of points | Sub-Claim # of points | Sub-Claim % of points |
| Reading Informational Text (IAR Evidence Standards) | | | | | |
| RI1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers | 11 | 20% | 11 | 20% |
| RI2 | Determine the main idea of a text; recount the key details and explain how they support the main idea. | | | | |
| RI3 | 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. | | | | |
| RI5 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | | | | |
| RI7 | 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). | | | | |
| RI8 | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | | | | |
| RI9 | Compare and contrast the most important points and key details presented in two texts on the same topic. | | | | |
| Reading Literature (IAR Evidence Statements) | | | | | |
| RL 1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | 11 | 20% | 12 | 22% |
| RL 2 | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | | | | |
| RL 3 | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | | | | |
| RL 5 | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | | | | |
| RL 7 | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | | | | |
| RL 9 | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | | | | |
| Vocabulary Interpretation and Use (IAR Evidence Statements) | | | | | |
| RL 4 | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | 8 | 15% | 8 | 15% |
| RL4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. | | | | |
| L 4 | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. | | | | |
| L 5 | Demonstrate understanding of word relationships and nuances in word meanings. | | | | |
| L 6 | Acquire and use accurately grade- appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). | | | | |
| Written Expression (Writing Standards) | | | | | |
| W 1 | Write opinion pieces on topics or texts, supporting a point of view with reasons. | 18 | 33% | 18 | 33% |

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| W 2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly | | | | |
| W 3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences | | | | |
| W 4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | | | |
| W 5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) | | | | |
| W 6 | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | | | | |
| W 7 | Conduct short research projects that build knowledge about a topic. | | | | |
| W 8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | | | | |
| W 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | | | |
| Conventions and Knowledge of Language (Writing Standards) | | | | | |
| W 1 | Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. | | | | |
| W 2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. | | | | |
| W 3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. | 6 | 11% | 6 | 11% |
| W 4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | | | |
| W 5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) | | | | |
| W 6 | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | | | | |
| W 7 | Conduct short research projects that build knowledge about a topic. | | | | |
| W 8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | | | | |

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| W 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | | | |
| | Total | 54 | 100% | 55 | 100% |

The English Language Arts priority standards and evidence statements for fourth grade are formatted for alignment to the state assessment. Districts can determine priority through analysis of student performance and growth data in comparison to the domain points and percentages presented below. The Illinois Assessment of Readiness [ELA evidence tables](#) should be consulted for more information.

| 4th Grade ELA Priority Standards & Evidence Statements | | | | | |
|--|--|------------------------------|------------------------------|------------------------------|------------------------------|
| Sub-Claim | Eligible Standards and Evidence Statements | Form A Sub-Claim # of points | Form A Sub-Claim % of points | Form B Sub-Claim # of points | Form B Sub-Claim % of points |
| Reading Informational Text (IAR Evidence Statements) | | | | | |
| RI 1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | 16 | 22% | 16 | 24% |
| RI 2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. | | | | |
| RI 3 | 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. | | | | |
| RI 5 | 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. | | | | |
| RI 6 | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | | | | |
| RI 7 | 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. | | | | |
| RI 8 | Explain how an author uses reasons and evidence to support particular points in a text. | | | | |
| RI 9 | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | | | | |
| Reading Literature (IAR Evidence Statements) | | | | | |
| RL 1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | 18 | 24% | 16 | 24% |
| RL 2 | Determine a theme of a story, drama, or poem from details in the text; summarize the text. | | | | |
| RL 3 | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). | | | | |
| RL 5 | Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | | | | |
| RL 6 | Compare and contrast the point of view from which different stories are narrated, including the difference between first--- and third---person narrations. | | | | |

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| RL 7 | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text | | | | |
| RL 9 | Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | | | | |
| Vocabulary Interpretation and Use (IAR Evidence Statements) | | | | | |
| RI 4 | 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). | | | | |
| RL 4 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | | | | |
| L 4 | 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. | 10 | 14% | 8 | 12% |
| L 5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | | | |
| L 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). | | | | |
| Written Expression (Writing Standards) | | | | | |
| W 1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | | | | |
| W 2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly | | | | |
| W 3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | | | | |
| W 4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | | | |
| W 5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4). | 24 | 32% | 21 | 31% |
| W 6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | | | | |
| W 7 | Conduct short research projects that build knowledge through investigation of different aspects of a topic. | | | | |
| W 8 | 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. | | | | |
| W 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | |
| W 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | | | |
| Conventions and Knowledge of Language (Writing Standards) | | | | | |
| W 1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and | 6 | 8% | 6 | 9% |

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| | reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented. | | | | |
| W 2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. | | | | |
| W 3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. | | | | |
| W 4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | | | |
| W 5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4). | | | | |
| W 6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | | | | |
| W 7 | Conduct short research projects that build knowledge through investigation of different aspects of a topic. | | | | |
| W 8 | 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. | | | | |
| W 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., “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].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). | | | | |
| W 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | | | |
| | Total | 74 | 100% | 67 | 100% |

The English Language Arts priority standards and evidence statements for fifth grade are formatted for alignment to the state assessment. Districts can determine priority through analysis of student performance and growth data in comparison to the domain points and percentages presented below. The Illinois Assessment of Readiness [ELA evidence tables](#) should be consulted for more information.

5th Grade ELA Priority & Evidence Statements

| Sub-Claim | Eligible Standards & Evidence Statements | Form A Sub-Claim # of points | Form A Sub-Claim % of points | Form B Sub-Claim # of points | Form B Sub-Claim % of points |
|--|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Reading Informational Text (IAR Evidence Statements) | | | | | |
| RI 1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | 16 | 22% | 16 | 24% |
| RI 2 | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | | | | |
| RI 3 | 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. | | | | |
| RI 5 | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. | | | | |
| RI 6 | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | | | | |
| RI 7 | 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. | | | | |
| RI 8 | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | | | | |
| RI 9 | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | | | | |
| Reading Literature (IAR Evidence Statements) | | | | | |
| RL 1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | 18 | 24% | 16 | 24% |
| RL 2 | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | | | | |
| RL 3 | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). | | | | |
| RL 5 | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem | | | | |
| RL 6 | Describe how a narrator's or speaker's point of view influences how events are described. | | | | |
| RL 7 | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). | | | | |
| RL 9 | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | | | | |
| Vocabulary Interpretation and Use (IAR Evidence Statements) | | | | | |
| RI 4 | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | 10 | 14% | 8 | 12% |
| RL 4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | | | | |
| L 4 | 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. | | | | |
| L 5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. | | | | |
| L 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). | | | | |

| Written Expression (Writing Standards) | | | | | |
|---|---|----|-----|----|-----|
| W 1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | 24 | 32% | 21 | 31% |
| W 2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | | | |
| W 3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | | | | |
| W 4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | | | |
| W 5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5). | | | | |
| W 6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. | | | | |
| W 7 | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | | | | |
| W 8 | 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. | | | | |
| W 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | |
| W 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences | | | | |
| Conventions and Knowledge of Language (Writing Standards) | | | | | |
| W 1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. | 6 | 8% | 6 | 9% |
| W 2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. | | | | |
| W 3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events | | | | |

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|------|---|----|------|----|------|
| | precisely. e. Provide a conclusion that follows from the narrated experiences or events. | | | | |
| W 4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | | | |
| W 5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5). | | | | |
| W 6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. | | | | |
| W 7 | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | | | | |
| W 8 | 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. | | | | |
| W 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature. b. Apply grade 5 Reading standards to informational texts. | | | | |
| W 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | | | |
| | Total | 74 | 100% | 67 | 100% |

Page Break

The English Language Arts priority standards and evidence statements for sixth grade are formatted for alignment to the state assessment. Districts can determine priority through analysis of student performance and growth data in comparison to the domain points and percentages presented below. The Illinois Assessment of Readiness [ELA evidence tables](#) should be consulted for more information.

| 6th Grade ELA Priority Standards & Evidence Statements | | | | | |
|--|---|------------------------------|------------------------------|------------------------------|------------------------------|
| Sub-Claim | Eligible Standards and Evidence Statements | Form A Sub-Claim # of points | Form A Sub-Claim % of points | Form B Sub-Claim # of points | Form B Sub-Claim % of points |
| Reading Informational Text (IAR Evidence Statements) | | | | | |
| RI 1 (RST 1, RH 1) | RI 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RST 1: Cite specific textual evidence to support analysis of science and technical texts. RH 1: Cite specific textual evidence to support analysis of primary and secondary sources. | | | | |
| RI 2 (RST 2, RH 2) | RI 2: 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. RST 2: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. | 16 | 22% | 16 | 23% |

| | | | | | |
|---|--|----|-----|----|-----|
| RI 3 (RST 3, RH 3) | RI 3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). RST 3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. RH 3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). | | | | |
| RI 5 (RST 5, RH 5) | RI 5: 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. RST 5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. RH 5: Describe how a text presents information (e.g., sequentially, comparatively, causally). | | | | |
| RI 6 (RST 6, RH 6) | RI 6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. RST 6: Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. RH 6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). | | | | |
| RI 7 (RST 7, RH 7) | RI 7: 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. RST 7: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RH 7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | | | | |
| RI 8 (RST 8, RH 8) | RI 8: 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. RST 8: Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RH 8: Distinguish among fact, opinion, and reasoned judgment in a text. | | | | |
| RI 9 (RST 9, RH 9) | RI9: 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). RST 9: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. RH9: Analyze the relationship between a primary and secondary source on the same topic. | | | | |
| Reading Literature (IAR Evidence Statements) | | | | | |
| RL 1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | | | |
| RL 2 | 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 | | | | |
| RL 3 | Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | 18 | 24% | 16 | 23% |
| RL 5 | 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. | | | | |
| RL 6 | Explain how an author develops the point of view of the narrator or speaker in a text. | | | | |

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|---|--|----|-----|----|-----|
| RL 7 | 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. | | | | |
| RL 9 | Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | | | | |
| Vocabulary Interpretation and Use (IAR Evidence Statements) | | | | | |
| RL 4 | 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. | | | | |
| RI 4 (RST 4, RH 4) | RI 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RH 4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RST 4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. | 10 | 14% | 8 | 11% |
| L 4 | Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. | | | | |
| L 5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | | | |
| L 6 | 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. | | | | |
| Written Expression (Writing Standards) | | | | | |
| W 1 | Write arguments to support claims with clear reasons and relevant evidence. | | | | |
| W 2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | | | | |
| W 3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | | | | |
| W 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | | | |
| W 5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6). | 24 | 32% | 24 | 34% |
| W 6 | 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. | | | | |
| W 7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | | | | |
| W 8 | 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. | | | | |
| W 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | |

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|---|--|---|----|---|----|
| W 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | | | |
| Conventions and Knowledge of Language (Writing Standards) | | | | | |
| W 1 | Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. | | | | |
| W 2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. | | | | |
| W 3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events. | 6 | 8% | 6 | 9% |
| W 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | | | |
| W 5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6). | | | | |
| W 6 | 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. | | | | |
| W 7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | | | | |
| W 8 | 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. | | | | |
| W 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | |

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|------|---|----|------|----|------|
| | a. Apply grade 6 Reading standards to literature. b. Apply grade 6 Reading standards to literary nonfiction. | | | | |
| W 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | | | |
| | Total | 74 | 100% | 70 | 100% |

The English Language Arts priority standards and evidence statements for seventh grade are formatted for alignment to the state assessment. Districts can determine priority through analysis of student performance and growth data in comparison to the domain points and percentages presented below. The Illinois Assessment of Readiness [ELA evidence tables](#) should be consulted for more information.

| 7th Grade ELA Priority Standards & Evidence Statements | | | | | |
|--|---|------------------------------|------------------------------|------------------------------|------------------------------|
| Sub-Claim | Eligible Standards and Evidence Statements | Form A Sub-Claim # of points | Form A Sub-Claim % of points | Form B Sub-Claim # of points | Form B Sub-Claim % of points |
| Reading Informational Text (IAR Evidence Statements) | | | | | |
| RI 1 (RST 1, RH 1) | RI 1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RST 1: Cite specific textual evidence to support analysis of science and technical texts. RH 1: Cite specific textual evidence to support analysis of primary and secondary sources. | | | | |
| RI 2 (RST 2, RH 2) | RI 2: 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. RST 2: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. | | | | |
| RI 3 (RST 3, RH 3) | RI 3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). RST 3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. RH 3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). | 16 | 22% | 16 | 23% |
| RI 5 (RST 5, RH 5) | RI 5: 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. RST 5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. RH 5: Describe how a text presents information (e.g., sequentially, comparatively, causally). | | | | |
| RI 6 (RST 6, RH 6) | RI 6: 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. RST 6: Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. RH 6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). | | | | |

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|---|--|----|-----|----|-----|
| | | | | | |
| RI 7 (RST 7, RH 7) | RI 7: 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). RST 7: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RH 7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | | | | |
| RI 8 (RST 8, RH 8) | RI 8: 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. RST 8: Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RH 8: Distinguish among fact, opinion, and reasoned judgment in a text. | | | | |
| RI 9 (RST 9, RH 9) | RI9: 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. RST 9: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. RH 9: Analyze the relationship between a primary and secondary source on the same topic. | | | | |
| Reading Literature (IAR Evidence Statements) | | | | | |
| RL 1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | | | |
| RL 2 | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | | | | |
| RL 3 | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | | | | |
| RL 5 | Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | | | | |
| RL 6 | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | 18 | 24% | 16 | 23% |
| RL 7 | Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). | | | | |
| RL 9 | Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. | | | | |
| Vocabulary Interpretation and Use (IAR Evidence Statements) | | | | | |
| RL 4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | | | | |
| RI 4 (RST 4, RH 4) | RI 4: 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. RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RST 4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6 – 8 texts and topics | 10 | 14% | 8 | 11% |
| L 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. | | | | |

| | | | | | |
|---|--|----|-----|----|-----|
| L 5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings | | | | |
| L 6 | 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. | | | | |
| Written Expression (Writing Standards) | | | | | |
| W 1 | Write arguments to support claims with clear reasons and relevant evidence. | 24 | 32% | 24 | 34% |
| W 2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | | | | |
| W 3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | | | | |
| W 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | | | |
| W 5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7). | | | | |
| W 6 | 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. | | | | |
| W 7 | 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. | | | | |
| W 8 | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation | | | | |
| W 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | |
| W 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences | | | | |
| Conventions and Knowledge of Language (Writing Standards) | | | | | |
| W 1 | Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. | 6 | 8% | 6 | 9% |
| W 2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide | | | | |

| | | | | | |
|------|--|----|------|----|------|
| | a concluding statement or section that follows from and supports the information or explanation presented. | | | | |
| W 3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. | | | | |
| W 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | | | |
| W 5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7). | | | | |
| W 6 | 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. | | | | |
| W 7 | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | | | | |
| W 8 | 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. | | | | |
| W 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature. b. Apply grade 7 Reading standards to literary nonfiction. | | | | |
| W 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | | | |
| | Total | 74 | 100% | 70 | 100% |

Page Break

The English Language Arts priority standards and evidence statements for eighth grade are formatted for alignment to the state assessment. Districts can determine priority through analysis of student performance and growth data in comparison to the domain points and percentages presented below. The Illinois Assessment of Readiness [ELA evidence tables](#) should be consulted for more information.

| 8th Grade ELA Priority Standards and Evidence Statements | | | | | |
|--|--|------------------------------|------------------------------|------------------------------|------------------------------|
| Sub-Claim | Eligible Standards and Evidence Statements | Form A Sub-Claim # of points | Form A Sub-Claim % of points | Form B Sub-Claim # of points | Form B Sub-Claim % of points |

| Reading Informational Text (IAR Evidence Statements) | | | | | |
|--|---|----|-----|----|-----|
| RI 1 (RST 1, RH 1) | RI 1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RST 1: Cite specific textual evidence to support analysis of science and technical texts. RH 1: Cite specific textual evidence to support analysis of primary and secondary sources. | | | | |
| RI 2 (RST 2, RH 2) | RI 2: 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. RST 2: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. | | | | |
| RI 3 (RST 3, RH 3) | RI 3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). RST 3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. RH 3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). | | | | |
| RI 5 (RST 5, RH 5) | RI 5: 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. RST 5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. RH 5: Describe how a text presents information (e.g., sequentially, comparatively, causally). | 16 | 22% | 16 | 23% |
| RI 6 (RST 6, RH 6) | RI 6: 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. RST 6: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in text. RH 6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). | | | | |
| RI 7 (RST 7, RH 7) | RI 7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. RST 7: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RH 7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | | | | |
| RI 8 (RST 8, RH 8) | RI 8: 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. RST 8: Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RH 8: Distinguish among fact, opinion, and reasoned judgment in a text. | | | | |
| RI 9 (RST 9, RH 9) | RI 9: 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. RST 9: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. | | | | |

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| | RH 9: Analyze the relationship between a primary and secondary source on the same topic. | | | | |
| Reading Literature (IAR Evidence Statements) | | | | | |
| RL 1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | 18 | 24% | 16 | 23% |
| RL 2 | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. | | | | |
| RL 3 | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. | | | | |
| RL 5 | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. | | | | |
| RL 6 | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. | | | | |
| RL 7 | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. | | | | |
| RL 9 | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. | | | | |
| Vocabulary Interpretation and Use (IAR Evidence Statements) | | | | | |
| RL 4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | 10 | 14% | 8 | 11% |
| RI 4 (RST 4, RH 4) | RI 4: 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. RH 4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RST 4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. | | | | |
| L 4 | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. | | | | |
| L 5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | | | |
| L 6 | 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 | | | | |
| Written Expression (Writing Standards) | | | | | |
| W 1 | Write arguments to support claims with clear reasons and relevant evidence. | 24 | 32% | 24 | 34% |
| W 2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | | | | |
| W 3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | | | | |
| W 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | | | |
| W 5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or | | | | |

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| | trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8). | | | | |
| W 6 | 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. | | | | |
| W 7 | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | | | | |
| W 8 | 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. | | | | |
| W 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | |
| W 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | | | |
| Conventions and Knowledge of Language (Writing Standards) | | | | | |
| W 1 | Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. | | | | |
| W 2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. | 6 | 8% | 6 | 9% |
| W 3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one-time frame or setting to another and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. | | | | |
| W 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | | | |

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| W 5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8). | | | | |
| W 6 | 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. | | | | |
| W 7 | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | | | | |
| W 8 | 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. | | | | |
| W 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature. b. Apply grade 8 Reading standards to literary nonfiction. | | | | |
| W 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | | | |
| | Total | 74 | 100% | 70 | 100% |

9th & 10th Grade ELA Priority Standards

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| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| RI.9-10.2 | 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. |
| RI.9-10.5 | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). |
| RI.9-10.6 | 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. |
| RI.9-10.8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| RL.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| RL.9-10.2 | 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. |
| RL.9-10.6 | 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. |
| W.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

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| W.9-10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| W.9-10.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| W.9-10.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| W.9-10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| SL.9-10.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| SL.9-10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| L.9-10.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| L.9-10.6 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

11th & 12th Grade ELA Priority Standards

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| RI.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| RI.11-12.2 | 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. |
| RI.11-12.5 | 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. |
| RI.11-12.6 | 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. |
| RI.11-12.8 | 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). |
| RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| RL.11-12.2 | 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. |
| RL.11-12.6 | 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). |

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| W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| W.11-12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| W.11-12.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| W.11-12.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| W.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation. |
| SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| SL.11-12.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| L.11-12.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| L.11-12.6 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |