

# English Language Arts (ELA) Comparison Document: Full Standards VS. Priority Standards

Comparisons	Full Standards	Illinois Priority Learning Standards (IPLS)
<b>Grade-Levels</b>	K-12th	Includes Pre-K Standards - 12th
<b>Organization</b>	By Anchor Standards/Grade Level Progressions ~K-5th ~ 6th-12th ~6th-12th Literacy in History/Social Studies, Science, Technical Subjects	By Grade Level Prek-12th
<b>Order of Strands</b>	RL, RI, RF, W, SL, L	RF, RI, RL, W, SL, L
<b>Sub-Skills</b>	Contains Sub-skills	No sub-skills (e.g. RF.K.1.a-d)
<b>Grade Level</b>	<b>Standards Omitted in IPLS</b>	
<p><b>Kindergarten</b></p> <p><b>Abbreviations:</b> RF: Reading Foundations RI: Reading Informational RL: Reading Literature W: Writing SL: Speaking &amp; Listening L: Language</p>	<p>RF: All Present</p> <p><b>RI Omitted:</b> RI.K.4. With prompting and support, ask and answer questions about unknown words in a text. RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b>RL Omitted:</b> RL.K.5. Recognize common types of texts (e.g., storybooks, poems) RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>W Omitted:</b> W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.)</p> <p><b>SL Omitted:</b> SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>L Omitted:</b> (All 3 Standards under Vocabulary Acquisition &amp; Use) L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	

Grade Level	Standards Omitted in IPLS
<p><b>First Grade</b></p> <p><b>Abbreviations:</b>  RF: Reading Foundations  RI: Reading Informational  RL: Reading Literature  W: Writing  SL: Speaking &amp; Listening  L: Language</p>	<p><b>RF: All Present</b></p> <p><b>RI Omitted:</b>  RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  RI.1.7. Use the illustrations and details in a text to describe its key ideas.  RI.1.8. Identify the reasons an author gives to support points in a text.</p> <p><b>RL Omitted:</b>  RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  RL.1.6. Identify who is telling the story at various points in a text.  RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p> <p><b>W. Omitted:</b>  W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).  W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>SL Omitted:</b>  SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups  SP.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>L Omitted: (Vocabulary Acquisition &amp; Use)</b>  L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.  L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>

Grade Level	Standards Omitted in IPLS
<p data-bbox="90 205 329 239"><b>Second Grade</b></p> <p data-bbox="103 548 313 581"><b>Abbreviations:</b></p> <p data-bbox="126 581 293 638">RF: Reading Foundations</p> <p data-bbox="126 638 293 695">RI: Reading Informational</p> <p data-bbox="126 695 293 751">RL: Reading Literature</p> <p data-bbox="126 751 293 808">W: Writing</p> <p data-bbox="103 808 313 865">SL: Speaking &amp; Listening</p> <p data-bbox="126 865 293 921">L: Language</p>	<p data-bbox="354 138 565 172"><b>RF: All Present</b></p> <p data-bbox="354 178 513 212"><b>RI Omitted:</b></p> <p data-bbox="354 218 1471 289">4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p data-bbox="354 296 1511 367">5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently</p> <p data-bbox="354 373 1539 445">6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p data-bbox="354 451 1549 522">7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p data-bbox="354 529 1325 562">8. Describe how reasons support specific points the author makes in a text.</p> <p data-bbox="354 569 1482 640">9. Compare and contrast the most important points presented by two texts on the same topic.</p> <p data-bbox="354 646 521 680"><b>RL Omitted:</b></p> <p data-bbox="354 686 1544 758">4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p data-bbox="354 764 1409 835">5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p data-bbox="354 842 1503 913">6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p data-bbox="354 919 1544 991">9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p data-bbox="354 997 509 1031"><b>W Omitted:</b></p> <p data-bbox="354 1037 1458 1108">6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p data-bbox="354 1115 1490 1186">7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p data-bbox="354 1192 521 1226"><b>SL Omitted:</b></p> <p data-bbox="354 1232 1523 1304">1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p data-bbox="354 1310 1523 1381">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</p> <p data-bbox="354 1388 1471 1459">4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p data-bbox="354 1465 1531 1537">5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p data-bbox="354 1543 505 1577"><b>L Omitted:</b></p> <p data-bbox="354 1583 1468 1654">3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p data-bbox="354 1661 1511 1732">4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p data-bbox="354 1738 1442 1772">5. Demonstrate understanding of word relationships and nuances in word meanings.</p>

**3rd-8th Grade Notes:**

3-8: Grade-level standards contain points and percentages of scores aligned with the Evidence Tables and IAR Assessment.

- *Vocabulary Interpretation and Use* Standards are grouped together and form their own section(RL4, RI,4, L4-6).
- *Written Expression & Conventions and Knowledge of Language* are measured within writing applications. (Both categories have percents measured)

Grade Level	Standards Omitted in IPLS
<p><b>Third Grade</b></p> <p><b>Abbreviations:</b>            RF: Reading Foundations            RI: Reading Informational            RL: Reading Literature            W: Writing            SL: Speaking &amp; Listening            L: Language</p>	<p><b>RF Omitted:</b> (No RF present)</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.            4. Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>RI Omitted:</b></p> <p>6. Distinguish their own point of view from that of the author of a text.            10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><b>RL Omitted:</b></p> <p>6. Distinguish their own point of view from that of the narrator or those of the characters.            10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><b>W: All Present</b></p> <p><b>L Omitted:</b> (These skills measured within writing - Conventions &amp; Knowledge of Language)</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.            2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.            3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>SP: ALL 6 Standards Omitted</b></p>

Grade Level	Standards Omitted in IPLS
<p><b>Fourth Grade</b></p> <p><b>Abbreviations:</b>  RF: Reading Foundations  RI: Reading Informational  RL: Reading Literature  W: Writing  SL: Speaking &amp; Listening  L: Language</p>	<p><b>RF Omitted:</b> (No RF present)  3. Know and apply grade-level phonics and word analysis skills in decoding words.  4. Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>RI Omitted:</b>  10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>RL Omitted:</b>  10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>W Omitted: All Present</b></p> <p><b>L Omitted:</b> (These skills measured within writing - Conventions &amp; Knowledge of Language)  1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>SP: ALL 6 Standards Omitted</b></p>

Grade Level	Standards Omitted in IPLS
<p><b>Fifth Grade</b></p> <p><b>Abbreviations:</b>  RF: Reading Foundations  RI: Reading Informational  RL: Reading Literature  W: Writing  SL: Speaking &amp; Listening  L: Language</p>	<p><b>RF Omitted:</b> (No RF present)  3. Know and apply grade-level phonics and word analysis skills in decoding words.  4. Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>RI Omitted:</b>  10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><b>RL Omitted:</b>  10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><b>W Omitted: All Present</b></p> <p><b>L Omitted:</b> (These skills measured within writing - Conventions &amp; Knowledge of Language)  1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>SP: ALL 6 Standards Omitted</b></p>

Grade Level	Standards Omitted in IPLS
<p><b>Sixth Grade</b></p> <p><b>Abbreviations:</b>  RI: Reading Informational  RST: Science &amp; Technical Subjects  RH:History/Social Studies  RL: Reading Literature  W: Writing  SL: Speaking &amp; Listening  L: Language</p>	<p><b>RI, RST, RH Omitted:</b> Standard 10</p> <p><b>RL Omitted:</b> Standard 10</p> <p><b>Writing Omitted: All Present</b></p> <p><b>L Omitted:</b> (These skills measured within writing - Conventions &amp; Knowledge of Language)</p> <ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> </ol> <p><b>SP: ALL 6 Standards Omitted</b></p>
<p><b>Seventh Grade</b></p> <p><b>Abbreviations:</b>  RI: Reading Informational  RST: Science &amp; Technical Subjects  RH:History/Social Studies  RL: Reading Literature  W: Writing  SL: Speaking &amp; Listening  L: Language</p>	<p><b>RI, RST, RH Omitted:</b> Standard 10</p> <p><b>RL Omitted:</b> Standard 10</p> <p><b>Writing Omitted: All Present</b></p> <p><b>L Omitted:</b> (These skills measured within writing - Conventions &amp; Knowledge of Language)</p> <ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> </ol> <p><b>SP: ALL 6 Standards Omitted</b></p>
<p><b>Eighth Grade</b></p> <p><b>Abbreviations:</b>  RI: Reading Informational  RST: Science &amp; Technical Subjects  RH:History/Social Studies  RL: Reading Literature  W: Writing  SL: Speaking &amp; Listening  L: Language</p>	<p><b>RI, RST, RH Omitted:</b> Standard 10</p> <p><b>RL Omitted:</b> Standard 10</p> <p><b>Writing Omitted: All Present</b></p> <p><b>L Omitted:</b> (These skills measured within writing - Conventions &amp; Knowledge of Language)</p> <ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> </ol> <p><b>SP: ALL 6 Standards Omitted</b></p>

Grade Level	Standards Omitted in IPLS
<p><b>Ninth &amp; Tenth</b></p> <p><b>Abbreviations:</b>  RI: Reading Informational  RL: Reading Literature  W: Writing  SL: Speaking &amp; Listening  L: Language</p> <p><b>Not Addressed:</b>  RST: Science &amp; Technical Subjects  RH:History/Social Studies</p>	<p><b>RI Omitted:</b></p> <p>3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> <p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p><b>RL Omitted:</b></p> <p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p>9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p>10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently</p> <p><b>W Omitted:</b></p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>

	<p><b>SL Omitted:</b></p> <ol style="list-style-type: none"> <li>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</li> <li>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</li> <li>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</li> <li>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)</li> </ol> <p><b>L Omitted:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</li> <li>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ol>
<p><b>Grade Level</b></p>	<p><b>Standards Omitted in IPLS</b></p>
<p><b>Eleventh &amp; Twelfth</b></p> <p><b>Abbreviations:</b>  RI: Reading Informational  RL: Reading Literature  W: Writing  SL: Speaking &amp; Listening  L: Language</p> <p><b>Not Addressed:</b>  RST: Science &amp; Technical Subjects  RH:History/Social Studies</p>	<p><b>RI Omitted:</b></p> <ol style="list-style-type: none"> <li>3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</li> <li>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</li> <li>7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</li> <li>9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</li> <li>10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</li> </ol> <p><b>RL Omitted:</b></p> <ol style="list-style-type: none"> <li>3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</li> <li>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</li> <li>5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</li> <li>7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American</li> </ol>

dramatist.)

9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

**W Omitted:**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**SL Omitted:**

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

**L Omitted:**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



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