Domain	Strand	Substrand	Standard	CLRN's Electronic Learning Resource Link
Reading	Word Analysis, Fluency, and Systematic Vocabulary Development	Word Recognition	1 .1	Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
		Vocabulary and Concept Development	1 .2	Identify and interpret figurative language and words with multiple meanings.
			1 .3	Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
			1 .4	Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.
			1 .5	Understand and explain “shades of meaning” in related words (e.g., softly and quietly).
	Reading Comprehension (Focus on Informational Materials)	Structural Features of Informational Materials	2 .1	Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.
			2 .2	Analyze text that uses the compare-and-contrast organizational pattern.
		Comprehension and Analysis of Grade-Level-Appropriate Text	2 .3	Connect and clarify main ideas by identifying their relationships to other sources and related topics.
			2 .4	Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.
			2 .5	Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).
		Expository Critique	2 .6	Determine the adequacy and appropriateness of the evidence for an author’s conclusions.
			2 .7	Make reasonable assertions about a text through accurate, supporting citations.
			2 .8	Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.
	Literary Response and Analysis	Structural Features of Literature	3 .1	Identify the forms of fiction and describe the major characteristics of each form.
		Narrative Analysis of Grade-Level-Appropriate Text	3 .2	Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.
			3 .3	Analyze the influence of setting on the problem and its resolution.
			3 .4	Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.
			3 .5	Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).
			3 .6	Identify and analyze features of themes conveyed through characters, actions, and images.
			3 .7	Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.
		Literary Criticism	3 .8	Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

Domain	Strand	Substrand	Standard	CLRN's Electronic Learning Resource Link
Writing	Writing Strategies	Organization and Focus	1 .1	Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.
			1 .2	Create multiple-paragraph expository compositions: a. Engage the interest of the reader and state a clear purpose.
				Create multiple-paragraph expository compositions: b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.
				Create multiple-paragraph expository compositions: c. Conclude with a detailed summary linked to the purpose of the composition.
			1 .3	Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.
		Research and Technology	1 .4	Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.
			1 .5	Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).
		Evaluation and Revision	1 .6	Revise writing to improve the organization and consistency of ideas within and between paragraphs.
	Writing Applications (Genres and Their Characteristics)	Write narratives:	2 .1	a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.
				b. Include sensory details and concrete language to develop plot and character.
				c. Use a range of narrative devices (e.g., dialogue, suspense).
		Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):	2 .2	a. State the thesis or purpose.
				b. Explain the situation.
				c. Follow an organizational pattern appropriate to the type of composition.
				d. Offer persuasive evidence to validate arguments and conclusions as needed.
		Write research reports:	2 .3	a. Pose relevant questions with a scope narrow enough to be thoroughly covered.
				b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).
				c. Include a bibliography.
		Write responses to literature:	2 .4	a. Develop an interpretation exhibiting careful reading, understanding, and insight.
				b. Organize the interpretation around several clear ideas, premises, or images.
				c. Develop and justify the interpretation through sustained use of examples and textual evidence.
		Write persuasive compositions:	2 .5	a. State a clear position on a proposition or proposal.
				b. Support the position with organized and relevant evidence.
				c. Anticipate and address reader concerns and counterarguments.

Domain	Strand	Substrand	Standard	CLRN's Electronic Learning Resource Link
Written and Oral Language Conventions	Written and Oral Language Conventions	Sentence Structure	1 .1	**Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.**
		Grammar	1 .2	**Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.**
		Punctuation	1 .3	**Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.**
		Capitalization	1 .4	**Use correct capitalization.**
		Spelling	1 .5	**Spell frequently misspelled words correctly (e.g., their, they’re, there).**

Domain	Strand	Substrand	Standard	CLRN's Electronic Learning Resource Link
Listening and Speaking	Listening and Speaking Strategies	Comprehension	1 .1	Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).
			1 .2	Identify the tone, mood, and emotion conveyed in the oral communication.
			1 .3	Restate and execute multiple-step oral instructions and directions.
		Organization and Delivery of Oral Communication	1 .4	Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.
			1 .5	Emphasize salient points to assist the listener in following the main ideas and concepts.
			1 .6	Support opinions with detailed evidence and with visual or media displays that use appropriate technology.
			1 .7	Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.
		Analysis and Evaluation of Oral and Media Communications	1 .8	Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.
			1 .9	Identify persuasive and propaganda techniques used in television and identify false and misleading information.
	Speaking Applications (Genres and Their Characteristics)	Deliver narrative presentations	2 .1	a. Establish a context, plot, and point of view.
				b. Describe complex major and minor characters and a definite setting.
				c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).
		Deliver informative presentations:	2 .2	a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.
				b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).
		Deliver oral responses to literature:	2 .3	a. Develop an interpretation exhibiting careful reading, understanding, and insight.
				b. Organize the selected interpretation around several clear ideas, premises, or images.
				c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.
		Deliver persuasive presentations:	2 .4	a. Provide a clear statement of the position.
				b. Include relevant evidence.
				c. Offer a logical sequence of information.
				d. Engage the listener and foster acceptance of the proposition or proposal.
		Deliver presentations on problems and solutions:	2 .5	a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution.
				b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.

Domain	Strand	Substrand	Standard	CLRN's Electronic Learning Resource Link
Reading	Word Analysis, Fluency, and Systematic Vocabulary Development	Vocabulary and Concept Development	1 .1	**Identify idioms, analogies, metaphors, and similes in prose and poetry.**
			1 .2	**Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.**
			1 .3	**Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).**
	Reading Comprehension (Focus on Informational Materials)	Structural Features of Informational Materials	2 .1	**Compare and contrast the features and elements of consumer materials from documents (e.g., warranties, contracts, product information, instruction manuals).**
			2 .2	**Locate information by using a variety of consumer, workplace, and public documents.**
			2 .3	**Analyze text that uses the cause-and-effect organizational pattern.**
		Comprehension and Analysis of Grade-Level-Appropriate Text	2 .4	**Identify and trace the development of an author's argument, point of view, or perspective in text.**
			2 .5	**Understand and explain the use of a complex mechanical device by following technical directions.**
		Expository Critique	2 .6	**Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.**
	Literary Response and Analysis	Structural Features of Literature	3 .1	**Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).**
		Narrative Analysis of Grade-Level-Appropriate Text	3 .2	**Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).**
			3 .3	**Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.**
			3 .4	**Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).**
			3 .5	**Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.**
		Literary Criticism	3 .6	**Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.**

Domain	Strand	Substrand	Standard	CLRN's Electronic Learning Resource Link
Writing	Writing Strategies	Organization and Focus	1 .1	Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
			1 .2	Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
			1 .3	Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.
		Research and Technology	1 .4	Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
			1 .5	Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.
			1 .6	Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.
		Evaluation and Revision	1 .7	Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.
	Writing Applications (Genres and Their Characteristics)	Write fictional or autobiographical narratives:	2 .1	a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.
				b. Develop complex major and minor characters and a definite setting.
				c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).
		Write responses to literature:	2 .2	a. Develop interpretations exhibiting careful reading, understanding, and insight.
				b. Organize interpretations around several clear ideas, premises, or images from the literary work.
				c. Justify interpretations through sustained use of examples and textual evidence.
		Write research reports:	2 .3	a. Pose relevant and tightly drawn questions about the topic.
				b. Convey clear and accurate perspectives on the subject.
				c. Include evidence compiled through the formal research process (e.g., use of a card catalog, Reader's Guide to Periodical Literature, a computer catalog, magazines, newspapers, dictionaries).
				d. Document reference sources by means of footnotes and a bibliography.
		Write persuasive compositions:	2 .4	a. State a clear position or perspective in support of a proposition or proposal.
				b. Describe the points in support of the proposition, employing well-articulated evidence.
				c. Anticipate and address reader concerns and counterarguments.
		Write summaries of reading materials:	2 .5	a. Include the main ideas and most significant details.
				b. Use the student's own words, except for quotations.
				c. Reflect underlying meaning, not just the superficial details.

Domain	Strand	Substrand	Standard	CLRN's Electronic Learning Resource Link
Written and Oral Language Conventions	Written and Oral Language Conventions	Sentence Structure	1 .1	**Place modifiers properly and use the active voice.**
		Grammar	1 .2	**Identify and use infinitives and participles and make clear references between pronouns and antecedents.**
			1 .3	**Identify all parts of speech and types and structure of sentences.**
			1 .4	**Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).**
		Punctuation	1 .5	**Identify hyphens, dashes, brackets, and semicolons and use them correctly.**
		Capitalization	1 .6	**Use correct capitalization.**
		Spelling	1 .7	**Spell derivatives correctly by applying the spellings of bases and affixes.**

Domain	Strand	Substrand	Standard	CLRN's Electronic Learning Resource Link
Listening and Speaking	Listening and Speaking Strategies	Comprehension	1 .1	Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.
			1 .2	Determine the speaker's attitude toward the subject.
			1 .3	Respond to persuasive messages with questions, challenges, or affirmations.
		Organization and Delivery of Oral Communication	1 .3	Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.
			1 .4	Organize information to achieve particular purposes and to appeal to the background and interests of the audience.
			1 .5	Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.
			1 .6	Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.
		Analysis and Evaluation of Oral and Media Communications	1 .7	Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.
			1 .8	Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.
	Speaking Applications (Genres and Their Characteristics)	Deliver narrative presentations	2 .1	a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.
				b. Describe complex major and minor characters and a definite setting.
				c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).
		Deliver oral summaries of articles and books:	2 .2	a. Include the main ideas of the event or article and the most significant details.
				b. Use the student's own words, except for material quoted from sources.
				c. Convey a comprehensive understanding of sources, not just superficial details.
		Deliver research presentations:	2 .3	a. Pose relevant and concise questions about the topic.
				b. Convey clear and accurate perspectives on the subject.
				c. Include evidence generated through the formal research process (e.g., use of a card catalog, Reader's Guide to Periodical Literature, computer databases, magazines, newspapers, dictionaries).
				d. Cite reference sources appropriately.
		Deliver persuasive presentations:	2 .4	a. State a clear position or perspective in support of an argument or proposal.
				b. Describe the points in support of the argument and employ well-articulated evidence.

Domain	Strand	Substrand	Standard	CLRN's Electronic Learning Resource Link
Reading	Word Analysis, Fluency, and Systematic Vocabulary Development	Vocabulary and Concept Development	1 .1	**Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.**
			1 .2	**Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.**
			1 .3	**Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.**
	Reading Comprehension (Focus on Informational Materials)	Structural Features of Informational Materials	2 .1	**Compare and contrast the features and elements of consumer materials from documents (e.g., warranties, contracts, product information, instruction manuals).**
			2 .2	**Analyze text that uses proposition and support patterns.**
		Comprehension and Analysis of Grade-Level-Appropriate Text	2 .3	**Find similarities and differences between texts in the treatment, scope, or organization of ideas.**
			2 .4	**Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.**
			2 .5	**Understand and explain the use of a complex mechanical device by following technical directions.**
			2 .6	**Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.**
		Expository Critique	2 .7	**Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.**
	Literary Response and Analysis	Structural Features of Literature	3 .1	**Determine and articulate the relationship between the purposes and different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).**
		Narrative Analysis of Grade Level-Appropriate Text	3 .2	**Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.**
			3 .3	**Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.**
			3 .4	**Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.**
			3 .5	**Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.**
			3 .6	**Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.**
		Literary Criticism	3 .7	**Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)**

Domain	Strand	Substrand	Standard	CLRN's Electronic Learning Resource Link
Writing	Writing Strategies	Organization and Focus	1 .1	Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.
			1 .2	Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
			1 .3	Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.
		Research and Technology	1 .4	Plan and conduct multiple-step information searches by using computer networks and modems.
			1 .5	Achieve an effective balance between researched information and original ideas.
		Evaluation and Revision	1 .6	Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.
	Writing Applications (Genres and Their Characteristics)	Write biographies, autobiographies, short stories, or narratives:	2 .1	a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
				b. Reveal the significance of, or the writer's attitude about, the subject.
				c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).
		Write responses to literature:	2 .2	a. Exhibit careful reading and insight in their interpretations.
				b. Connect the student's own responses to the writer's techniques and to specific textual references.
				c. Draw supported inferences about the effects of a literary work on its audience.
				d. Support judgments through references to the text, other works, other authors, or to personal knowledge.
		Write research reports:	2 .3	a. Define a thesis.
				b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.
				c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
				d. Organize and display information on charts, maps, and graphs.
		Write persuasive compositions:	2 .4	a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
				b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.
				c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.
		Write documents related to career development, including simple business letters and job applications:	2 .5	a. Present information purposefully and succinctly and meet the needs of the intended audience.
				b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).
		Write technical documents:	2 .6	a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization.
				b. Include all the factors and variables that need to be considered.
				c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension.

Domain	Strand	Substrand	Standard	CLRN's Electronic Learning Resource Link
Written and Oral Language Conventions	Written and Oral Language Conventions	Sentence Structure	1 .1	**Use correct and varied sentence types and sentence openings to present a lively and effective personal style.**
			1 .2	**Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.**
			1 .3	**Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.**
		Grammar	1 .4	**Edit written manuscripts to ensure that correct grammar is used.**
		Punctuation and Capitalization	1 .5	**Use correct punctuation and capitalization.**
		Spelling	1 .6	**Use correct spelling conventions.**
Listening and Speaking	Listening and Speaking Strategies	Comprehension	1 .1	**Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.**
			1 .2	**Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.**
		Organization and Delivery of Oral Communication	1 .3	**Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.**
			1 .4	**Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.**
			1 .5	**Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.**
			1 .6	**Use appropriate grammar, word choice, enunciation, and pace during formal presentations.**
			1 .7	**Use audience feedback (e.g., verbal and nonverbal cues): a. Reconsider and modify the organizational structure or plan.**
				Use audience feedback (e.g., verbal and nonverbal cues): b. Rearrange words and sentences to clarify the meaning.
		Analysis and Evaluation of Oral and Media Communications	1 .8	**Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).**
			1 .9	**Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.**

Domain	Strand	Substrand	Standard	CLRN's Electronic Learning Resource Link
Listening and Speaking Con't	Speaking Applications (Genres and Their Characteristics)	Deliver narrative presentations (e.g., biographical, autobiographical):	2 .1	**a. Relate a clear, coherent incident, event, or situation by using well-chosen details.**
				b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation.
				c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).
		Deliver oral responses to literature:	2 .2	**a. Interpret a reading and provide insight.**
				b. Connect the students' own responses to the writer's techniques and to specific textual references.
				c. Draw supported inferences about the effects of a literary work on its audience.
				d. Support judgments through references to the text, other works, other authors, or personal knowledge.
		Deliver research presentations:	2 .3	**a. Define a thesis.**
				b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.
				c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
				d. Organize and record information on charts, maps, and graphs.
		Deliver persuasive presentations:	2 .4	**a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).**
				b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.
				c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.
				d. Maintain a reasonable tone.
			2 .5	**Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.**