

Grade 8 Reading Standards

Grade 8 Reading Standards for Literature [RL]

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

1. Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
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 a text.
3. Analyze how particular lines of dialogue or incidents in a story, poem, or drama propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure

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, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
5. Compare and contrast the structures of two or more texts, analyzing how structure contributes to meaning and style in each text.
6. Analyze how differences in point of view between characters and audience (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Integration of Knowledge and Ideas

7. Analyze the extent to which an audio, filmed, or staged production of a story, drama, or poem stays faithful to or departs from the original text or script, evaluating the choices made by the director or performer(s).
8. (Not applicable. For expectations regarding themes in literary texts, see RL.2.)
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.

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. (See [more on qualitative and quantitative dimensions of text complexity](#).)

Grade 8 Reading Standards for Informational Text [RI]

Key Ideas and Details

1. Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)
2. Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure

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. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
5. Analyze in detail the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining a key concept.
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.

Integration of Knowledge and Ideas

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.
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.
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.

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. (See [more on qualitative and quantitative dimensions of text complexity](#).)

Grade 8 Writing Standards [W]

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in [Appendix C of the Common Core State Standards](#) and the [Massachusetts Writing Standards in Action Project](#).

Text Types and Purposes

Note: The intent of Writing Standards 1–3 is to ensure flexibility, not rigidity, in student writing. Many effective pieces of writing blend elements of more than one text type in service of a single purpose: for example, an argument may rely on anecdotal evidence, a short story may function to explain some phenomenon, or a literary analysis may use explication to develop an argument. In addition, each of the three types of writing is itself a broad category encompassing a variety of texts: for example, narrative poems, short stories, and memoirs represent three distinct forms of narrative writing. Finally, although the bulk of writing assigned in school should address the purposes described below, other forms of writing—for example, personal reflections in prose or poem form, scripts of dramas or interviews—should have a place in the classroom as well. To develop flexibility and nuance in their own writing, students need to engage with a wide range of complex model texts (see Reading Literature Standard 10 and Reading Informational Text Standard 10) and study authors who have written successfully across genres (see [Appendix B: A Literary Heritage](#)).

1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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 in paragraphs and sections.
 - 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 style appropriate to audience and purpose (e.g., formal for academic writing).
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

A literary analysis of Jim Hall’s poem, “Maybe Dats Youwr Pwoblem Too,” begins not with a usual thesis statement but with a personal anecdote of a situation that amused others but embarrassed the author. This lead engages the reader to continue reading an analysis of Hall’s humorous/serious poem about the dilemma of being Spiderman, a man who can’t escape his identity. [Massachusetts Writing Standards in Action](#) (W.8.1, W.8.3, W.8.9, RL.8.1, RL.8.2, RL.8.4, L.8.5)

2. Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (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 style appropriate to audience and purpose (e.g., formal for academic writing).

- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

A student shows deep personal engagement with Cynthia Lord's book *Rules* in a letter to the author describing how reading the book deepened her understanding of her autistic brother. The letter maintains a tone of friendliness and appreciation. [Massachusetts Writing Standards in Action](#) (W.8.2, W.8.4, W.8.9, RL.8.1, L.8.1, L.8.2, L.8.3, L.8.5)

3. Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
 - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
 - 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 and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.
 - e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Suspense builds in "Lab Rat," an eighth grade science fiction story on [Massachusetts Writing Standards in Action](#). Developed in a manner appropriate to a chapter of a longer work, the conclusion focuses on the plight of the narrator and invites the reader to continue reading further to find out what happens next (W.8.3, W.8.4, L.8.1, L.8.3, L.8.6). A different sort of narrative unfolds in the poem, "Before on Stone." In this work, the writer adapts the form of Stephen Chbosky's poem, "Once on Yellow Paper with Green Lines," from his coming-of-age novel, *The Perks of Being a Wallflower*, to create a new poem that traces the evolution of writing through time (W.8.3, W.8.10, RL.8.4, L.8.3, L.8.5, L.9–10.1).

Production and Distribution of Writing

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.)
5. 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.
 - a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
 - b. Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8).
6. Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained 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.

8. When conducting research, 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.
9. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.

Range of Writing

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.

Grade 8 Speaking and Listening Standards [SL]

The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
 - b. Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 8 Language Standards 4–6 for specific expectations regarding vocabulary.)

5. Integrate multimedia components and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language Standards 1 and 3 for specific expectations.)

Grade 8 Language Standards [L]

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. *For example, though conventions of pronoun usage may receive the most attention in grade 7, more nuanced discussions of pronouns should develop throughout the upper grades as students continue to analyze speakers’ and authors’ choices of words, work toward precision in speaking and writing, and more.*

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 8 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
Sentence Structure, Variety, and Meaning
 - a. Coordinate phrases and clauses in simple, compound, complex, and compound-complex sentences, with emphasis on agreement of pronouns and their antecedents.
 - b. Form and use verbs in the active and passive voices and the indicative, imperative, interrogative, conditional, and subjunctive moods to communicate a particular meaning.¹
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - b. Use an ellipsis to indicate an omission.
 - c. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
 - b. Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.

Vocabulary Acquisition and Use

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.

¹ These skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. See the table in the Grades 6–12 resource section in this Framework.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g. verbal irony, puns) in context.
 - b. Use the relationship between particular words to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations. (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

For example, after finding out that emoji was designated the 2015 "word of the year" by the Oxford Online Dictionary, students decide that for a class project they will compile their own online etymological dictionary of words and phrases that are commonly used in English. Their diverse list of words and phrases to research includes blue jeans, jazz, hip-hop, numero uno, pizza, Algebra, lacrosse, Olympics, movie star, time flies, and bon appetit. (W.8.7, L.8.6)

Grades 9–10 Reading Standards

Grades 9–10 Reading Standards for Literature [RL]

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
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 a text.
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.

Craft and Structure

4. Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning. (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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.
6. Analyze a case in which a character’s point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

7. Analyze a critical response to a work or body of literature (e.g., author documentary, book review); provide a summary of the argument presented and evaluate the strength of the evidence supporting it.
8. (Not applicable. For expectations regarding themes in literary texts, see RL.2.)
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).

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. (See [more on qualitative and quantitative dimensions of text complexity](#).)

For example, Students respond to, analyze, and compare a variety of poems that exemplify the range of poetry’s dramatic power, such as Robert Browning’s “My Last Duchess,” Elizabeth Bishop’s “Fish,” Robert Frost’s “Out, Out...” (along with Macbeth’s soliloquy in Act V of

Macbeth), and Amy Lowell's "Patterns." They then use these poems as models as they write poems of their own that reflect a dramatic moment or event. (RL.9–10.10, W.9–10.3)

Grades 9–10 Reading Standards for Informational Text [RI]

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
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 a text.
3. Analyze how an 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 presence or absence of connections between them.

Craft and Structure

4. Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

For example, students at Levels 1–2 in English language proficiency study the American Civil Rights movement in their ESL class. The unit offers students contextualized, extended practice with discourse, sentence, and word/phrase dimensions of academic language targeted in the unit. Students develop academic language they can use to discuss and explain causes and effects of key events in the Civil Rights Movement, and argue about their significance. (RI.9–10.4, L.9–10.6)

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).
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.

Integration of Knowledge and Ideas

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 or deemphasized in each account.
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 or incomplete truths and fallacious reasoning.
9. Analyze seminal documents of historical and literary significance (e.g., Washington's Farewell Address, Lincoln's Second Inaugural and Gettysburg Addresses, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. (See [more on qualitative and quantitative dimensions of text complexity](#).)

Grades 9–10 Writing Standards [W]

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

Note: The intent of Writing Standards 1–3 is to ensure flexibility, not rigidity, in student writing. Many effective pieces of writing blend elements of more than one text type in service of a single purpose: for example, an argument may rely on anecdotal evidence, a short story may function to explain some phenomenon, or a literary analysis may use explication to develop an argument. In addition, each of the three types of writing is itself a broad category encompassing a variety of texts: for example, narrative poems, short stories, and memoirs represent three distinct forms of narrative writing. Finally, although the bulk of writing assigned in school should address the purposes described below, other forms of writing—for example, personal reflections in prose or poem form, scripts of dramas or interviews—should have a place in the classroom as well. To develop flexibility and nuance in their writing, students need to engage with a wide range of complex model texts (see Reading Literature Standard 10 and Reading Informational Text Standard 10) and study authors who have written successfully across genres (see [Appendix B: A Literary Heritage](#)).

1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

For example, students research contemporary issues in education, such as whether public schools prepare students for citizenship or whether a college education is worth its costs. Students gather, evaluate, and synthesize information from a variety of sources and write a position paper on their topic that they present to the class. (W.9–10.1, W.9–10.7, W.9–10.8, W.9–10.9, SL.9–10.4)

2. Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
3. Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - d. Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

In the personal essay, "Thunder," on [Massachusetts Writing Standards in Action](#), the writer blends narrative and informational techniques to relate a profound personal experience that occurs during an orchestra rehearsal. Information about the performance venue, the weather conditions, the orchestra, and the music coalesces into a brief, fast-paced narrative account of the writer's responses to the music, to the story it evokes, and to her place in the performance. (W.9–10.2, W.9–10.3, W.9–10.4, W.9–10.5, L.9–10.1, L.9–10.2, L.9–10.5, L.9–10.6)

Production and Distribution of Writing

- 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.)
- 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.
 - a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
 - b. Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
- 6. Use technology, including current web-based communication platforms, 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.

Research to Build and Present Knowledge

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.
8. When conducting research, 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.
9. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.

For example, students read Matthew Arnold's poem "Dover Beach." In order to understand the nineteenth-century controversy over the implications of evolutionary theory, they read letters, essays, and excerpts from news articles from the period. They use what they have learned to inform their understanding of the poem and to write an interpretive essay. (RL.9–10.1, RL.9–10.2, RL.9–10.9, W.9–10.9)

Range of Writing

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.

Grades 9–10 Speaking and Listening Standards [SL]

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 *topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
 - b. Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

For example, in preparation for a student council meeting, students plan an agenda for discussion, including how much time they will devote to each issue before the council and how much time each speaker will have to present a case or argument. They build into their agenda time for making decisions and taking votes. (SL.9–10.1)

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. (See grades 9–10 Language Standards 4–6 for specific expectations regarding vocabulary.)
5. Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language Standards 1 and 3 for specific expectations.)

Grades 9–10 Language Standards [L]

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
Sentence Structure, Variety, and Meaning
 - a. Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
 - b. Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
 - c. Use parallel structure as a technique for creating coherence in sentences, paragraphs, and larger pieces of writing.²
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - b. Use a colon to introduce a list or quotation.

² These skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. See the table in the Grades 6–12 resource section in this Framework.

- c. Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

Knowledge of Language

- 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.
 - b. Revise and edit work to decrease redundancy (ineffective repetition of ideas or details).¹⁹

Vocabulary Acquisition and Use

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.

For example, a tenth grade English teacher introduces the concept of image patterns during a study of Shakespeare's Richard II. As the class reads the play, students pay close attention to certain passages and record in their journals recurring words or images they notice. As a class, they discuss and analyze several speeches from the play in which the image of the sun and its associated ideas of brightness, height, and power are used to describe Richard as a king ruling by divine right. After the discussion of the sun image pattern, students work in groups using their journals and a concordance to Shakespeare or an online Shakespeare search engine to discover other image clusters (earth/land/garden; blood/murder/war) and discuss their connections to ideas in the play. Students write finished essays that trace and interpret one image pattern, connecting it to important themes in the play. (RL.9–10.2, RL.9–10.4, W.9–10.9, L.9–10.5)

- 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Grades 11–12 Reading Standards

Grades 11–12 Reading Standards for Literature [RL]

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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 a text.
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

4. Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives). (See grades 11–12 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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, the choice to introduce a new tone or point of view) contribute to its overall structure and meaning as well as its aesthetic impact.
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, understatement, notable omission).

Integration of Knowledge and Ideas

7. Analyze one or more critical responses to a work or body of literature, including how the critical lens (e.g., formal, historical, feminist, sociological, psychological) influences the interpretation.
8. (Not applicable. For expectations regarding themes in literary texts, see RL.2.)
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.

For example, students read *The Scarlet Letter* by Nathaniel Hawthorne. In order to deepen their understanding of the early colonial period and of Puritan beliefs, they read poems by Anne Bradstreet, transcripts of witch trials in Salem, "Sinners in the Hands of an Angry God," by Jonathan Edwards (a sermon written during the Great Awakening), and excerpts from several colonial-era diaries (Judge Sewall, William Byrd III, Mary Rowlandson). Then students write an essay in which they relate what they have learned from these other texts to events, characters, and themes in *The Scarlet Letter*. (RL.11–12.9, RI.11–12.2, W.11–12.2)

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. (See [more on qualitative and quantitative dimensions of text complexity](#).)

Grades 11–12 Reading Standards for Informational Text [RI]

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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 a text.
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.

Craft and Structure

4. Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). (See grades 11–12 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
5. Analyze and evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes points clear, coherent, convincing, and engaging.

For example, in a unit on rhetorical analysis, students learn to recognize and understand the tools of argument and persuasion so that they may become informed and contributing citizens in a democracy. They are introduced to the terms ethos, logos, pathos, occasion, audience, and speaker, and use these rhetorical concepts to deconstruct an advertisement for a product, ballot question, or political candidate. After completing this exercise, they apply their knowledge to analyses of Coretta Scott King’s “The Death Penalty is a Step Back,” the speeches of Brutus and Marc Antony in Shakespeare’s Julius Caesar, and the 1852 oration “What to the Slave is the Fourth of July” by Frederick Douglass. (RI.11–12.5, RI.11–12.6, SL.11–12.3)

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.

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., charts, graphs, photographs, videos, maps) as well as in words in order to address a question or solve a problem.
8. Delineate and evaluate the reasoning in seminal historical 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).

9. Analyze pre-twentieth-century documents of historical and literary significance (e.g., the Magna Carta, the Declaration of Independence, the Declaration of the Rights of Man, the Preamble to the Constitution, the Bill of Rights) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. (See [more on qualitative and quantitative dimensions of text complexity](#).)

Grades 11–12 Writing Standards [W]

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

Note: The intent of Writing Standards 1–3 is to ensure flexibility, not rigidity, in student writing. Many effective pieces of writing blend elements of more than one text type in service of a single purpose: for example, an argument may rely on anecdotal evidence, a short story may function to explain some phenomenon, or a literary analysis may use explication to develop an argument. In addition, each of the three types of writing is itself a broad category encompassing a variety of texts: for example, narrative poems, short stories, and memoirs represent three distinct forms of narrative writing. Finally, although the bulk of writing assigned in school should address the purposes described below, other forms of writing—for example, personal reflections in prose or poem form, scripts of dramas or interviews—should have a place in the classroom as well. To develop flexibility and nuance in their own writing, students need to engage with a wide range of complex model texts (see Reading Literature Standard 10 and Reading Informational Text Standard 10) and study authors who have written successfully across genres (see [Appendix B: A Literary Heritage](#)).

1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

- e. Provide a concluding statement or section that follows from and supports the argument presented.
- 2. Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- 3. Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
 - a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, resolution).
 - d. Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

A personal view of nature is the subject of the poem, "The Hidden Places," on [Massachusetts Writing Standards in Action](#). The poem's fluid style and coherent organization make the progression of ideas easy to follow. Vivid details, effective figurative language, and skillful manipulation of syntax contribute to the poem's development and tone. In the final stanza, parallel structures indicate a significant shift from reflection on concrete experiences to presentation of an abstract personal view of the natural world. (W.11–12.3, W.11–12.4, W.11–12.10, L.9–10.1, L.11–12.3, L.11–12.5)

Production and Distribution of Writing

- 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.)

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.
 - a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 11–12).
 - b. Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 11–12).
6. Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

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.
8. When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 11–12 standards for Reading Literature or Reading Informational Text as needed.

For example, students read and discuss “The Fall of the House of Usher” by Edgar Allen Poe, as an example of observer narration; “The Prisoner” by Bernard Malamud, as an example of a single character point of view; and “The Boarding House” by James Joyce, as an example of multiple character point of view. Students summarize their conclusions about how the authors’ choices regarding narrative point of view affected their responses as readers. They write analytical papers that they later give as oral presentations to the class. (RL.11–12.3, RL.11–12.5, W.11–12.9, SL.11–12.4)

Range of Writing

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.

Grades 11–12 Speaking and Listening Standards [SL]

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
 - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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.

Presentation of Knowledge and Ideas

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, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (See grades 11–12 Language Standards 4–6 for specific expectations regarding vocabulary.)
5. Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language Standards 1 and 3 for specific expectations.)

Grades 11–12 Language [L]

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 11–12 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)

Word Usage

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage*, *Garner’s Modern American Usage*) as needed.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Observe hyphenation conventions.
 - b. Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
 - b. Revise and edit to make work more concise and cohesive.³

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 11–12 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 11–12 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

³ These skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. See the table in the Grades 6–12 resource section in this Framework.